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The School and Community

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VOL. XI

JUNE, 1925

No. 6

THE YEAR'S HIGH TIDE

*Now is the high-tide of the year,
And whatever of life hath ebbd away
Comes flooding back, with a ripply cheer,
Into every bare inlet and creek and bay;
Now the heart is so full that a drop over-
fills it,
We are happy now because God wills it;
No matter how barren the past may have been,
'Tis enough for us now that the leaves are
green;*

*We sit in the warm shade and feel right well
How the sap creeps up and the blossoms
swell;
We may shut our eyes, but we cannot help
knowing
That skies are clear and grass is growing;
The breeze comes whispering in our ear,
That dandelions are blossoming near,
That maize has sprouted, that streams are
flowing,
That the river is bluer than the sky,
That the robin is plastering his house hard by;
And if the breeze kept the good news back,
For other couriers we should not lack;
We could guess it all by yon heifer's
lowing,—
And hark! how clear bold chanticleer,
Warmed with the new wine of the year,
Tells all in his lusty crowing!*

—From Lowell's
"THE VISION OF SIR LAUNFAL"



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XI

JUNE, 1925

No. 6

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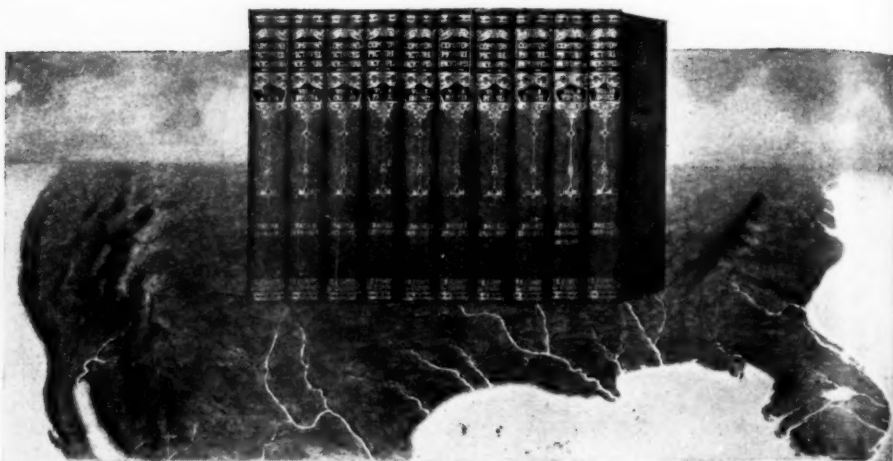
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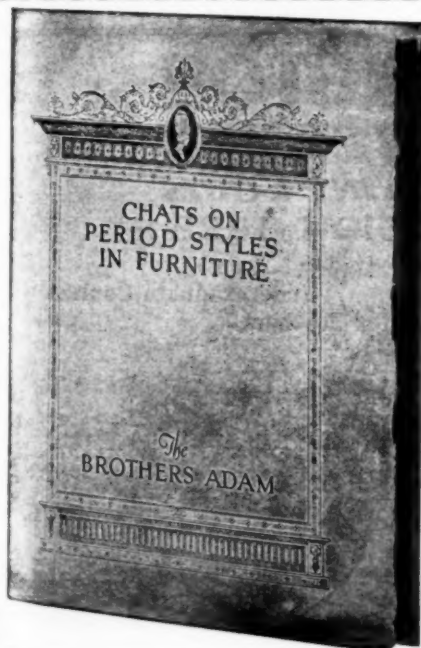
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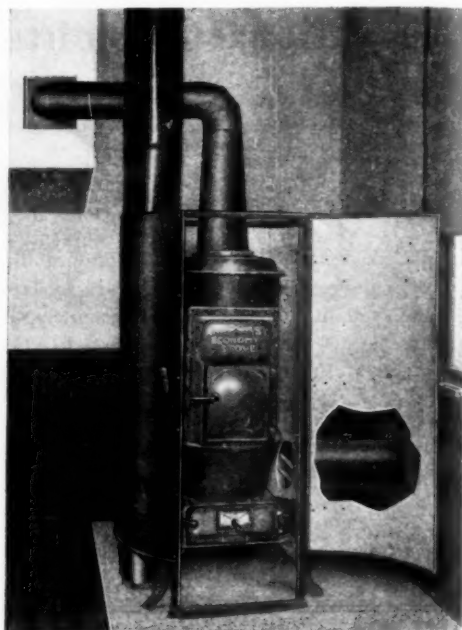
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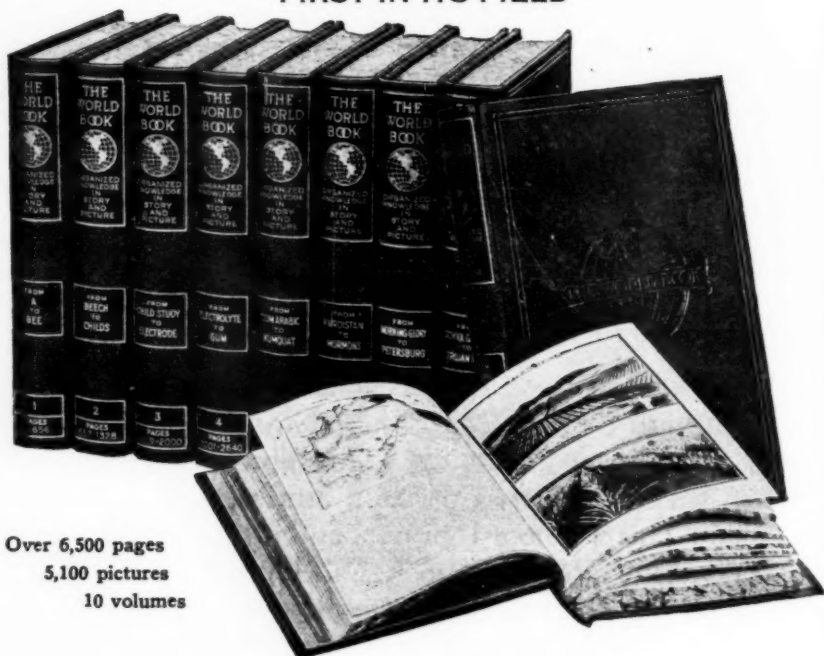
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EDITORIAL

IN VETOING the appropriations for the State's Educational Institutions to the point where the anticipated revenue will be sufficient to meet the unvetoed appropriations, Governor Baker has done what every reasonable prediction said he would do. It is true that he might have called a special session of the General Assembly and have put it up to them to assume a responsibility which was theirs from the beginning, namely either to cut the appropriations **THE GOVERNOR'S** or raise the revenue **VETO**. But a special session would have been composed of the same persons who sat through the long regular session and to whom this appeal had previously been made. So there was little to be hoped for even from a special session of a leaderless, courageless group that had neither the courage to deny the state's obligation to education nor the manliness to affirm it by making provision for meeting it. The legislature by its action and by its character left to Governor Baker only one alternative—to cut the appropriations. This action, as the Governor pointed out in his statement to the public, brings us face to face with the necessity of providing adequate revenue for our institutions. Either this must be done or we will have to admit that one of our solons was right when he declared sometime ago that education and automobiles were ruining this country and that **automobiles** would have to be endured. Men have been known to accumulate wealth by making their children work and denying them the rights of education, but no state or nation has ever been known to prosper by that policy.

We believe that the General Assembly did not reflect the sentiment of Missouri when it refused to provide for the collection of a two cent tax on each hundred dollars of valuation and one-half of one per cent. on incomes, thus reducing the

education facilities and making the children pay the bill.

Is it not within the province of the M. S. T. A., to sponsor a movement to carry this issue of education to the people?

WHAT SHALL be taught in our public schools? Superintendents and teachers have been dismissed because a theory of evolution has been taught. Tirades have been launched against certain texts because these texts exploited this theory or that. Reference works are attacked on the ground that they give too much space to one church and too little to another. Histories have been the object of petitions and protests because they were alleged to have this or that particular bias in regard to the English, the French, the Germans or to the North or the South.

MUST TEACHERS
BE OPINIONLESS
JELLY-BEANS

The so called pacifists object to so much worship of the military heroes and the "militarists" insist that we cannot afford to make of our children a generation of cowards and molly-coddles by leaving out the heroic stories of blood and battle. Labor protests the teaching of a capitalistic theory of economics and capital will try "to get" the teacher who exhibits a leaning toward socialistic theories. There are those who insist that the Bible must be read in our public schools and this reading of the Bible is objectionable to certain other groups.

Must the schools, therefore become, colorless, insipid promulgators of only the platitudes, the generalities, the undisputed body of knowledge, if there be such a body of knowledge? Are teachers to be opinionless, spineless jelly-beans—trembling lest they offend some of the lords of creation who, not being teachers, may freely flaunt whatsoever opinions they please?

It is certain that the virtue of tolerance should be cultivated by the teacher, and that it must be practiced by him. It is only as men are able to respect the opin-

ions of others that they show themselves worthy of citizenship in a democracy. In our human relations it may be impossible to express, absolutely and unfettered one's unique personality but freedom to do so must be the ideal toward which democracies should strive. Freedom of the press is no more sacred than freedom of the pedagogue but both freedoms should carry with them the virtue of tolerance.

Surely, the schools must instill a respect, even a love for truth. Such a love that will investigate, search and explore to find truth even though its finding may set at naught some of our cherished and time honored traditions. The spirit which combatted the theory that the Earth is round because such a knowledge would question the literal truth of the Bible when it speaks of the "four corners of the Earth", the spirit which demands recantation from those who find evidence that this, that or the other dogma may be an incorrect assumption and the spirit which takes its beliefs ready made and then spends the rest of its life hunting for arguments to sustain those beliefs—this sort of attitude the school should discourage and displace by developing a spirit of freedom, of tolerance for the opinions of others and a love for the truth that makes men free.

PROGRAM FOR FALL MEETING BEING SHAPED.

Considerable progress has been made toward the program for the November meeting. In view of the fact that the Delegate Assembly convenes on Armistice Day, arrangements are being made for a special public program in honor of that day under the general topic "Education for World Friendliness." This program will include a report from the meeting of the World Federation of Teachers Associations which will meet in Edinburgh in August, and addresses by speakers of national prominence, one of whom will be Judge Florence Allen of the Supreme Court of Ohio who is a strong and forceful speaker on world peace.

On Thursday evening chief interest will center in an address by Glenn Frank, the eloquent editor of "The Century" who has recently been made President of Wisconsin University. The morning program will be based on the general theme "Our

Investment in Education and Its Returns." Assuming that the ultimate test of education is its effect on behavior, and is measured by unrestrained civic and independent action, what are the returns on our investment? The program will put the question, how well have we taught, if current, everyday speech is the test of our teaching of English; if popular taste in reading is the test of our teaching of literature; if our public spirit and practical interest in public affairs is the test of our teaching of civics and citizenship; if popular taste in music and fine art reflects the level of our culture?

The theme on Thursday morning will be "Our Investment in Education." Edw. H. Griggs will be the first speaker on "The Demand of the Times." The program will include addresses on "The Cost of a Meagre Investment in Education" and "Our Professional Investment in Higher Training."

On Friday morning we will hear Miss Edna White, Director of the Merrell-Palmer School of Detroit on "Pre-school Education."

COUNTRY BOYS AND GIRLS ONLY STEPCHILDREN OF OUR STATE

A complaint appeared in a recent issue of the SCHOOL AND COMMUNITY concerning the raising of teacher's qualifications. To quote an old adage "There is nothing constant except change." All change, even that which is most beneficial to humanity works a hardship somewhere. Every page in history confirms this. Take for example the inventions of the "flying shuttle" and the "spinning jenny". Each in its way helped weavers to make cloth easier and cheaper, yet angry mobs of partisans furiously attacked both Hargreaves and Arkwright and insisted that bread was being snatched from their mouths. Take the freeing of the slaves. That it was eventually best for all concerned is universally acknowledged, yet the process worked untold hardships on millions of innocent persons. Come on down to the present time. Perhaps the railroads have done more than any other single factor in the development of our country, yet the an-

tomobiles and bus lines are now taking much of their trade. It is true that the raising of teacher's qualifications has worked a hardship on some, yet it is so evident that the movement is for the betterment of our schools and through them of humanity in general that the older teachers should strive to adjust themselves to the changed conditions and meet the requirements squarely. And it really is surprising what can be accomplished along this line if the determination is only strong enough.

Now look at the other side of the question. The State Superintendent through his power of classifying high schools (and practically every village and consolidated school in the state now boasts of at least a third class high school) has reached down and raised the qualifications of all teachers in such school systems, but unfortunately, he has no such power over teachers in isolated country schools. Therefore, as the writer of the previous article pointed out, a poorly qualified teacher can no longer hold a position in a school system having a superintendent who devotes his whole time to supervision, a high school principal, a grade school principal, and perhaps a principal in the primary department. No indeed! Such a teacher must seek a position in the country where in addition to teaching a great many classes, the discipline on the grounds and roads home as well as in the class room, the selection and ordering of school supplies, the care of the school building and equipment including free-text books (no little task for an efficient teacher), and numerous other

minor duties are also turned over to him. Verily, a stranger to our ways and customs might readily conclude that the country boys and girls are only the step-children of our great state.

Minnie Speer Boone.

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THE SCHOOL AND COMMUNITY is not issued during July and August.

Some Job!

Getting out a magazine is no picnic. If we print jokes folks say we are silly. If we don't they say we are too serious. If we publish original matter, they say we lack variety. If we publish things from other papers, we are too lazy to write. If we stay on the job, we ought to be out rustling for news. If we are rustling for news, we are not attending to business in our office. If we don't print contributions, we don't show proper appreciation. If we do print them, the paper is filled with junk. Like as not some fellow will say we swiped this from another magazine—so we did—so did we.

Again—Missouri's Educational Rank

SEVERAL YEARS ago the platform platitudinizers and disputatious demagogues were furnished material for their forensic fettle by a report of the Russell-Sage Foundation in which the several states were ranked as to their efficiency in education. In this ranking Missouri stood 31st from the top. While the facts from which this rating was derived were never disproved, many people were disposed to question its correctness and to deny the general allegation that

Missouri stood so low educationally when compared with other states.

A committee of Missouri people appointed by Governor Gardner in 1918 made a rather detailed survey of education in Missouri and in connection with this survey verified the facts presented in the survey of Russell-Sage Foundation. One of the minor results of this survey but the one which appeared to stand out most prominently was that the people responsible for it were branded as knock-

ers, maligners of Missouri and accused of trying to drag her fair name in the dust.

Later, in 1920 Dr. Ayres published his "Index Number System" in which the various states were rated and ranked on the following points:

1. Per cent of school population attending school daily.
2. Average days attended by each child of school age.
3. Average number of days schools were kept open.
4. Per cent that high school attendance is of total attendance.
5. Per cent that boys are to girls in high schools.
6. Average annual expenditure per child attending.
7. Average annual expenditure per child of school age.
8. Average annual expenditure per teacher employed.
9. Expenditure per pupil for purposes other than teachers' salaries.
10. Expenditure per teacher for salaries.

In this scale Missouri ranked even lower. Dr. Ayres' method was attacked on the ground that it emphasized too much the item of costs. It was pointed out that under this system a state with a sparse settlement, and so located that coal and building material were extraordinarily expensive, would necessarily have a high per capita cost regardless of efficiency, and might, therefore, outrank a more densely and favorably located state which offered as good or better educational facilities.

The men who wanted to pose as the defenders of "Missouri's fair name", who were more concerned in establishing a flattering fiction than in correcting an unfavorable condition appealed to the new U. S. Commissioner of Education who not knowing any of the facts supported the fiction by a statement to the effect that if all the facts were known, Missouri would rank not lower than fifth or sixth. This statement "from the highest authority" was heralded as the final word and bandied by politicians as ade-

quate refutation of the statisticians who appeared to have little regard for Missouri's fair name.

Now comes Dr. Frank M. Phillips, Chief Statistician of the United States Bureau of Education with a newly evolved system of ranking based on points more vital to the educational standing of a state. His system of "Ranks" considers the following points:

1. Percentage of illiterates ten years of age or over. (Missouri's rank on this point in 1922 was 19th.)
2. Ratio of number of children in average daily attendance to number 5 to 17 years of age, inclusive. (Missouri's rank in 1922, 20th.)
3. Percentage of attendance in high school. (Missouri's rank 1922, 28th.)
4. Average number of days attended by each child enrolled. (Missouri's rank 1922, 30th.)
5. Average number of days the schools were kept open. (Missouri's rank 1922, 29th.)
6. Ratio of number of students taking teacher preparation courses to number of teaching positions. (Missouri's rank 1922, 5th.)
7. Percentage of high school graduates continuing their education. (Missouri's rank in 1922, 31st.)
8. Total cost, excluding salaries, per pupil in average daily attendance. (Missouri's rank in 1922, 35th.)
9. Average annual salary of teachers, principals and supervisors. (Missouri's rank in 1922, 28th.)
10. Total amount expended per child of school age. (Missouri's rank in 1922, 32nd.)

The following table shows the rank of the several states by both methods, corrections having been made to conform with the cost index in cases where costs are involved. This statement shows that in this 12-year period Missouri has advanced from 32nd to 31st place. It also indicates that she deteriorated in the period from 1920 to 1922 when compared with other states.

STATE RANKS BY BOTH METHODS

States	1910		1918		1920		1922	
	*Ayres	†Ranks	Ayres	Ranks	Ayres	Ranks	Ayres	Ranks
Alabama	45	43	48	49	47	45	45	47
Arizona	18	30	4	16	8	33	9	26
Arkansas	46	47	47	48	44	44	43	44
California	2	3	2	2	1	4	1	2
Colorado	12	12	16	7	17	21	19	14
Connecticut	13	20	11	25	10	24	20	24
Delaware	34	38	36	40	33	32	31	34
Dist. of Columbia.	4	1	5	8	9	3	17	6
Florida	41	40	39	45	37	42	41	40
Georgia	44	42	44	46	46	47	46	48
Idaho	20	18	19	15	5	2	21	20
Illinois	11	7	24	22	23	22	16	18
Indiana	17	14	14	12	15	12	5	4
Iowa	30	23	7	4	20	9	11	8
Kansas	24	19	26	18	21	14	24	19
Kentucky	40	41	42	41	49	46	47	45
Louisiana	39	37	43	38	40	39	40	41
Maine	31	29	33	32	32	29	33	29
Maryland	33	35	35	36	36	34	34	35
Massachusetts	5	4	9	9	11	17	12	22
Michigan	19	8	10	5	16	11	8	5
Minnesota	21	15	18	11	18	15	14	12
Mississippi	47	48	46	47	47	49	48	46
Missouri	32	32	32	32	31	30	31	31
Montana	7	13	1	19	3	19	10	16
Nebraska	22	9	22	26	25	25	13	11
Nevada	3	17	15	27	2	8	7	9
New Hampshire..	28	31	27	24	28	23	29	28
New Jersey	6	6	3	14	7	6	2	10
New Mexico	38	39	31	33	35	36	35	37
New York	8	5	13	13	12	7	6	7
North Carolina ..	48	46	45	44	43	43	42	42
North Dakota	27	24	20	21	20	18	28	23
Ohio	14	21	12	6	13	10	3	3
Oklahoma	35	33	34	34	34	35	36	33
Oregon	15	16	17	3	19	13	23	15
Pennsylvania	16	26	21	23	31	27	27	25
Rhode Island	10	10	25	28	29	30	25	32
South Carolina ..	49	44	49	43	45	48	49	49
South Dakota	26	22	28	10	22	20	22	17
Tennessee	43	49	40	42	42	40	44	43
Texas	37	44	37	35	39	37	37	36
Utah	9	11	8	20	6	5	18	21
Vermont	29	28	29	30	26	31	30	30
Virginia	42	45	41	37	41	38	39	39
Washington	1	2	6	1	4	1	4	1
West Virginia	36	36	38	39	38	41	38	38
Wisconsin	23	25	30	17	27	16	26	13
Wyoming	25	27	23	31	14	26	15	27

*Dr. Ayres' "Index Number System."

†Dr. Phillips, Chief Statistician, Bureau of Education, "Ranks System."

A Brief Study of the Juniors and Seniors of the High Schools of Callaway County.

By Grace H. Y. Griffin—William Woods College

DURING the year of 1924-25 it was decided to make a brief study of the juniors and seniors of the high schools of Callaway county from the point of view of their ability to succeed in college after high school graduation. Accordingly, the Otis Self-administering test, form A, of the Higher Examination for Mental Ability was given in December to 195 pupils. In addition to the test each pupil was furnished a questionnaire for personal data and each superintendent was given another questionnaire sheet for information concerning the scholarship of the various pupils. The data thus obtained were tabulated and interpreted under twelve questions. The following material presents a summary of the findings under the different headings.

1. What proportion of the present juniors and seniors of Callaway county high schools are suitable material for college?

This question has been answered by using the suggestions of Dr. Otis as stated in the manual of directions which accompanied the test employment. He says:

"If a student exceeds 75% of unselected individuals of his own age in score, he is said to have a Percentile Ranking (PR) of 75 and a corresponding PR for any other per cent. The scale of Percentile Rankings runs therefore, from 0 to 100. A PR of 50 represents exact normality and corresponds to an IQ of 100..... A boy or girl having a PR of 75 or above may safely be encouraged to go to college. Doubtless those whose PR's are between 50 and 75 will succeed in college if industrious. A boy or girl having a PR of less than 25 should be dissuaded from going to college and directed into some other line of work."

There were 82 juniors tested and of this number, 29% showed real college ability and 20% more would probably succeed if industrious. 51% would probably be more successful in other lines

of work according to their tests. Of the 113 seniors tested, 26% are of definite college ability and 26% more are good college risks.

2. What proportion of the juniors and seniors of the county of Callaway plan to continue their education beyond the secondary school period?

From the 195 pupils tested, there were returned 189 replies to the question, "Do you plan to continue your education beyond the high school?" 79% of the juniors and 70% of the seniors of the county are planning to continue their education in higher institutions of various kinds. 34% of the juniors and 29% of the seniors who are intending to remain in school have positive college ability, 26% of the juniors and 33% of the seniors are good college risks. 40% of the juniors and 38% of the seniors remaining in school have doubtful ability for college work. There are 2 juniors and 5 seniors not planning to continue school who should be encouraged to do so, according to their PR's.

3. What specific plans for a career have juniors and seniors of Callaway county not continuing in school?

In answering this question those pupils not definitely intending to continue school and those not yet decided were counted as one group. Of the 16 juniors not planning to continue school, 9 have plans for work and 7 have no plans for work after high school days. Of the 28 seniors not intending to continue school, 12 have plans and 16 have no plans for occupations after the high school period. Teaching and clerical work are the dominant vocations chosen by these pupils. Altho many of these pupils are from farm homes, not one of this group indicated farming as a future occupation.

4. To what types of schools are juniors and seniors of Callaway county planning to go?

Of the 145 pupils intending to continue school, 70% have decided upon the types of schools which they will enter. Their

choices are as follows: university 15%, normal school 7%, small four-year college 20%, business school 4%, junior college 21%, and fine art schools 3%. It is interesting to notice what vocations those pupils continuing in school are planning to enter and their probable ability to prepare for these vocations. The vocations most often chosen were teaching, business, mechanics and commercial art, with the median PR's of 50, 46, 44 and 67 respectively. These medians suggest that at least half and probably more will be able to make the needed preparation for their chosen vocations.

5. What proportion of Callaway high school juniors and seniors intend to continue their education in Missouri institutions?

Of those continuing in school, 59% have decided to attend institutions in Missouri, 11% have decided to attend institutions in other states and 30% have not yet chosen their school.

6. What are the ages of the juniors and seniors of the high schools of Callaway county?

The point of greatest frequency in the ages of the junior group is between 17 and 18 years, and in this group and those younger are to be found all PR's indicating capacity for college work. 40% are between these ages while the youngest is 15 and the oldest is 21 years old. 40% of the seniors are between the ages of 17 years, 6 months and 18 years and 6 months. This is the point of greatest frequency among seniors. The youngest is 16 and the oldest is 28 years old. Most of the PR's showing college ability among seniors are found at the age of 19 or younger.

7. What high school subjects are liked best and how are these choices related to their ability?

Tabulation of choices showed 10 different subjects mentioned. It was found that English and literature held first place with both juniors and seniors, with a median PR of 46 for juniors and 40 for seniors. Mathematics was the second choice for both juniors and seniors, with a median PR of 42 for juniors and 70 for seniors. Foreign language held third place for juniors, with a median PR of 66 for the

group. Science was the third choice for the seniors, with a median of 60% for this group. The number of cases is too small to have much significance as to the intelligence of pupils who favor the various subjects. However, as is usually the case, languages seem to be selected by the better class of pupils while those of less ability gravitate to the vocational lines. In the ranking of subjects by popularity there was a very general agreement between juniors and seniors.

8. What subjects are liked least and how are such designations related to the pupils' ability?

While about 31% of all pupils studied gave mathematics as a favorite subject, about 40% gave the same subject as one liked least. The PR's of the junior group were about the same for those who did not care for mathematics as for those who did. Seniors who favored mathematics showed more ability. History and civics seemed to be disliked by about 40% of the juniors and seniors, while about 20% of those studied gave them as preferences. There were no outstanding differences in the ability of pupils who liked and those who did not like history and civics. Seniors liked history and civics least. The median PR of this group was 65. Mathematics was liked second least by the seniors. The median PR of this group was 48. Juniors liked mathematics least, their median PR was 46. History and civics stood next in disfavor with the juniors. The median for this group was 42.

9. What life occupations have been chosen by juniors and seniors of Callaway county and what is the relation of these choices to the pupils' ability?

117 pupils indicated occupations chosen as life work. Among the choices of the seniors, business pursuits ranked highest in terms of median PR, while clerical work ranked lowest. The professional group stood fourth in ability. In the junior group the professional lines of work ranked highest in terms of median PR's, while the farmer group was the lowest. Other choices indicated were: homemaking, skilled arts, salesmen, and day labor.

10. What occupations are pursued by parents of high school juniors and seniors of Callaway county and to what extent do these pupils vary in ability accordingly?

It was found that 41% of the pupils came from farmers' homes. While this was the largest group it had the lowest Percentile Ranking of any. The skilled artisan group stood next in point of size and had the next highest PR. While these two groups were lowest in PR's the details of the study show that there were many of college ability among them. Pupils from homes of the professional group had the highest median PR and the ones from the homes of clerical workers came second in median PR's. In noting the details of these two groups it was found that there was but one in the professional group and two in the clerical group that showed no college ability.

11. What is the relation of the education of the parents to the ability of their children?

Tabulation of data showed 63 pupils with at least one parent having 3 or 4 years of high school work. These pupils had a median PR of 64. There were 24 pupils with at least one parent having 1 or 2 years of high school training. These pupils had a median PR of 60. There were 64 pupils whose fathers and mothers both had completed the elementary school but had no high school training. This group of pupils had a median PR of 39. There were 14 others whose parents had not completed the elementary school but this group did not show any direct relation between the education of their parents and their own ability. PR's in this

group ranged from very low to very high.

12. What is the relation between the pupils' school grades and their ability?

Grades were indicated by the various superintendents by the letters E, S, M, I, F, and a distribution of these letters were made according to the division of Percentile Rankings used thruout the study. Of the 185 pupils whose grades were reported, 5% are E's 22% are S's, 48% are M's, 21% are I's, and 4% are F's. According to the plan of grading by these letters the distribution looks about right. However, upon inspection of the details of the grade record, and considering their relative PR's, it would seem that some might do much better work than they are doing and that others who are receiving high class grades, but who have low PR's, must be exerting great effort. For example, there would seem to be little promise of pupils having PR's under 25 competing successfully with those having PR's of 90 or above. Yet there were five cases of this kind. The correlation between the students' PR's and the class grades indicated by the superintendents was $+.39$ by the Pearson product-moment method of finding the co-efficient. Dr. Otis suggests that pupils having PR's of 90 or above may safely be encouraged to try to complete the high school in 3 or $3\frac{1}{2}$ years while those with PR's of 50 or less should certainly be prevented from attempting more than the regular work. If this be true, testing for mental ability and study of the individual pupils would be an advantage to both pupils and teachers.

Tentative Platform for Labor on Education

IT IS THE PURPOSE OF THE Committee on Education of the American Federation of Labor to prepare a platform on Education in keeping with the best and most advanced educational thought and procedure of the day, a platform based on such sound fundamental principle and of such practical appeal that it can be accepted as the educational code of every local union in the United States, and a platform on which all people genuinely interested in promoting the welfare of youth can unite. With these

points in mind the Committee submits the following tentative platform and expresses the hope that the entire membership of the American Federation of Labor may approve and give its most vigorous support to every plank.

PLATFORM

I. For every child regardless of class, creed, or race, equal educational opportunity, and such standards in the home, in the community, and in the school as will guarantee a fair start in life.

II. Such a development of rural life and education as will guarantee to country boys and girls opportunities equivalent to those enjoyed by city children. The supply of child labor in work shops is too often recruited from the farm.

III. The provision of free textbooks and school supplies including free library service in every school in the land.

IV. For the support of educational institutions, equalization between local, State, and National resources to match the increased concentration of wealth and income. The nation must see that the children of the man who labors with his hands have an equal opportunity for culture and accomplishment with the financially well-to-do. This can come only through taxation of property and income wherever they are for the education of all children wherever they are.

V. An adequate compulsory education law in every state so rigidly enforced as to prevent the abuse of children in factories, shops, and mines.

VI. The encouragement through high schools, colleges, and other agencies of those broader aspects of education which prepare men and women to live happily as well as to earn a living. We urge continued emphasis on the fundamental objectives of a well-rounded education, worthy home membership, sound health, mastery of the fundamental tools needed in daily life, vocational effectiveness, intelligent and active citizenship, wise use of leisure, and the development of ethical character.

VII. The development in every State in the Nation of a program which will abolish illiteracy at the earliest possible date. Opportunities for foreign-born workers and their children which will enable them to share the ideals of American Life.

VIII. For every schoolroom a teacher well trained, competent, and enjoying salary and social status which will enable him to live as we wish the best people in our communities to live.

IX. For all teachers the guarantee of tenure of position during efficiency. No

dismissals without full public hearings. Tenures should be made dependent upon the teachers doing a reasonable amount of professional improvement study.

X. Active support of the legislative program providing for a Department of Education with a Secretary in the President's Cabinet.

XI. We believe that labor should inculcate on the part of patrons confidence in the schools and assist teachers, principals and superintendents to maintain thorough discipline and to demand thorough work so that the schools may accomplish that for which they are established.

XII. The encouragement of State and local labor organizations to aid in the observance of American Education Week in order that all may better understand the importance of public education and the basic principles which govern its sound management.

XIII. The obligation to serve rests upon the child of wealth as well as upon the child of labor. Both should be taught the dignity of labor as well as the responsibility of service. Trade schools exclusively for labor and liberal culture schools for the well-to-do are not in harmony with the ideals of American Democracy.

XIV. Emphasis in the public schools on elements of international good will and cooperation that all children may develop an appreciation of the ideals and services which are necessary to a peaceful and prosperous world order.

XV. In dealing with controversial questions all viewpoints should be presented as fairly as possible. It is to be regretted that efforts are being made to revise history text books, with a view of eliminating facts that would enable students to draw unbiased conclusions. The teacher should be unhampered in presenting the truth. Education can tolerate no evasions, no misrepresentations, no hiding of facts, or clouding of issues. Young people have the right to know the facts that bear upon their lives and welfare and upon the problems and destiny of their country and their race.

A Survey of Religious Education in Missouri Schools

by James Watts.

Superintendent of Schools, North Kansas City.

BELIEVING THERE is imperative need for some sort of program for moral and religious education in the working of which the public schools of this state may have a part, Superintendent James Watts of North Kansas City



Supt. James
Watts,
North Kansas
City

sent a questionnaire to one hundred superintendents of Missouri schools with the idea of securing a digest of opinions concerning religious education in cooperation with schools.

The idea of separation of church and state, says Mr. Watts, is so thoroughly embodied in the institutions of our nation and state that the suggestion of a state church would be immediately, and rightfully suppressed, yet clergymen of practically all christian organizations have launched a national movement for teaching natural morals in the public schools. The major portion of the responsibility in the past in this connection, they tell us, has been assumed by religious organizations. But with nearly one half of our state not properly churched we are face to face with a peril, and the public schools, they insist, must cooperate to the fullest possible extent in carrying out a program of religious and moral instruction.

What are schoolmen going to do about it? The natural reaction on the part of some schoolmen is that it is none of our business, but if we concede that the schools of this state are for the purpose of training the youth for citizenship, then

this particular group of schoolmen is in error. Citizenship cannot be realized without proper religious and spiritual training, and this particular training should be more than "lip service". Patriots cannot be developed by constant repetition of the flag salute, the teaching of the Constitution, or by singing "My Country 'Tis of Thee" any more than can the Sunday school develop true religious character by repetition of the Lord's Prayer, the Twenty-third Psalm or the Ten Commandments. It requires something more. It requires that this particular teaching be of such a nature that it will function in the student's life, and if the home and Sunday school are failing to do their share, then it is the duty of the public schools to cooperate and if necessary take the lead in the matter of an adequate program for moral and religious education.

Of the one hundred questionnaires sent out ninety-one were returned. Each questionnaire consisted of ten questions.

"Do you have any sort of religious instruction in your school"? Of the ninety-one replies to this question, seventy-three stated they made no attempt at religious education, sixteen replied that they were making such an attempt, two of the ninety-one failed to answer the question.

"Is the Bible read each day in assembly or graded school"? To this seventy-five answered "no", thirteen answered "yes" while three gave no answer. Three thought the plan was a success, four did not consider it a success, while eighty-four failed to answer the question.

The greatest diversity of opinion was received in answer to the following question: "Do you believe the majority of your high school students are in doubt about such questions as 'the story of creation', 'the resurrection', 'the atonement', 'the book of Jonah', etc.? Fifty-one of the ninety superintendents replied that they believed a majority of their students were in doubt about these questions. Some attributed this doubt to skeptics

that were dealing with immature minds. Some said the high school students learn the Darwin theory of creation and accept it since ignorance on the subject as given in the Bible does not enable them to make comparisons. Again some replied that it was due to the fact that they are taught that they must accept the literal interpretations of the Bible. Others said the students accepted the beliefs from their parents. Twenty-three replied "no" to the question saying they believed a majority of their students accepted these questions because they attended Sunday school. Others replied their students accepted these questions because as a part of their school work they were trained to have no doubt about such questions. Some replied that they believed their students were not in doubt about these questions because they did not interpret the stories literally. Four superintendents replied their students did not doubt them because they knew very little about the questions. Six gave no answers to the question, while eleven gave diverse answers such as, "don't know", "not interested in the question", "only a test could determine", "skeptics can find anything", "teachers and students are not permitted to doubt such things" while one superintendent replied, "you are now compiling a book of Jonah". Another said, "I firmly believe that such questions should not be discussed as to whether or not they are true. Some things must be accepted as truths whether in the natural, mental, or spiritual realm".

Sixty-one of the ninety-one replied that they did not favor week day religious instruction in the public schools. Twenty-one replied "yes" to the question believing that from twenty minutes to one hour each day should be given to religious education.

To the question—"Do you believe religious education belongs exclusively to the church and home", fifty-two replied "no", thirty-six stated they believed it a question for the home and church. Two gave no answer, while one was open minded on the question.

To the question—"Do you believe that such work should be done by men trained

in religious education or by local ministers"; sixty-one replied they preferred men trained in religious education; twenty-four thought local ministers would be better; two thought that both the ministers and men trained in religious education should do the work. One superintendent didn't know, one failed to answer the question, while two superintendents suggested that the work be done by high school teachers.

Seventy of the ninety-one superintendents replied in favor of dismissing students one hour each week to attend classes in religious education in their churches, a majority of these believed, however, that the superintendent should supervise the work. Eighteen were not in favor of any such plan, while three failed to answer the question.

Diverse opinions were given to the question—"What do you consider the best plan to follow"? A majority of the superintendents, as the above indicates, wanted the work done away from the schools, perhaps in church, with competent teachers, giving the student credit for the work the same as other subjects in the schools.

The above from the ninety-one superintendent show that they are giving some thought to the question. The investigator believes that the most of us feel as Supt. M. F. Beach of Moberly did when he answered the question "What do you consider the best plan to follow", by saying "I wish some one would answer the question". Each day however the superintendent is working out a program of education for character whether it be in the name of religious instruction or something else. Mr. Watts believes that the problem is always a local one. If any community wants religious instruction and will agree upon a satisfactory plan and course of study, approved by the local school board and the State Department of Education and if it will employ competent and adequately trained teachers, as well, school superintendents will cooperate to the extent of permitting pupils, upon the written consent of the parent, to be excused for such work in school time not to exceed one hour a week, and credit will be given therefor.

Attendance and standards of instruction should be controlled as efficiently as in the public school program.

Under present conditions it should be remembered, however, that religious instructions as such may not be carried on in any school building. It must be done outside of school. It should be pointed out, also, that religious prejudices are

stronger in some communities than in others.

Mr. Watts further states that if perfect harmony cannot be obtained in establishing a suitable program of religious instruction, then let the whole thing alone. It would be worse than playing with fire to force a program upon an unwilling community.

History of Education in Missouri.

By W. T. Carrington

Activities in the Eighties.

THE STATE TEACHERS Association early paved the way for educational progress. At its first meeting in 1856, it mapped out quite a program consisting of better organization, larger support, systematic course of study, trained teachers and active means of cultivating public sentiment. From 1856 to 1880 the annual meetings were small in attendance consisting largely of college men and superintendents of city schools. After the establishment of state normal schools in 1871, their faculties took active part. The Association was itinerant to 1880 having met in St. Louis, Kansas City, St. Joseph, Springfield, Sedalia, Jefferson City, Mexico, Carthage and Columbia. The meeting held in Columbia in 1880 was better attended than usual due to the facts of location at the seat of our State University and the popular president among college men, Dr. N. J. Morrison, president of Drury College. There was much discussion of relations of university, small colleges and normal schools. There was not agreement and spirit of cooperation. The broader view of institutional functions was generally lacking.

About this time a way was found to sow seeds of a better understanding. Dr. R. D. Shannon, State Superintendent from 1875 to 1883 took the initiative in organizing four district teachers associations, the Missouri Valley, the Southwest, the Northeast and the Southwest. He was also successful in promoting the county teachers institute which was held from two to four weeks during the sum-

mer in many counties. Through the State Association city superintendents and college men influenced public opinion by means of discussion of the larger problems of organization and administration, of curricula and articulation, of equipment and support and of teacher preparation. Questions concerning salaries, retirement funds, compulsory attendance, child labor laws, approval and standards of high schools were not discussed. The district associations were largely attended by principals and teachers in the towns and villages. Recent students and graduates of normal schools were in majority and questions of method and general school management were uppermost. No one was disturbed by credits, hours, state approval, meeting standards and equalizing opportunities.

The county institute gave ambitious young men opportunity to influence educational progress and paved the way to better school organization. Many reputed good conductors of teachers institutes found their way to principalships in the large cities, to membership in the faculties of the normal schools and to leading school positions in the State. Among these were John T. Buchanan, James U. Barnard, William Coleman, Joseph M. White and John S. McGhee. We include here short statements relating to the activities of these five men who have finished their labors. In another article will be given early activities of five others who are still active in some phases of school work.

John T. Buchanan graduated from Central College and taught in Carrollton under that prince of superintendents, Orion Root. He soon found favor with J. M. Greenwood and entered Kansas City. Early in the eighties he became principal of the Central High School, the only high school in Kansas City at that time. The city grew rapidly but the high school grew more rapidly. Soon the enrollment reached two thousand, the largest high school in the country at that time. He gathered a superior, enthusiastic faculty. This school gained immediately a national reputation. He was the first to demonstrate department teaching in high schools and to install good science laboratories. His enthusiasm and genius soon stamped him as a leader. Many of the best features in high school organization practiced today had their beginning with John T. Buchanan in Kansas City. Among them were election of courses and freedom in discipline. It was great, as well as novel, forty years ago to see two-thousand high school children turned loose in one building and given two minutes to find their ways to their next places of assignment. Many of them had to run or trot to get there. Fifteen years there gave him a reputation that took him to New York City to organize the first big boy's high school in that city. His success was even greater in New York, although less spectacular. He was, perhaps, not quite so happy as in Kansas City. Things did not move fast enough. He lived long enough to complete a substantial organization that still survives. When the history of high school education is written for either Kansas City or New York, John T. Buchanan's name will lead all the rest.

James U. Barnard was reared in Ralls County and taught country schools there, before he entered the Kirksville normal school. He was a mature man when he graduated there in 1874. He was made instructor in that institution immediately on graduation. For eight years he was Dr. Baldwin's constant aid and almost perfect disciple. Mr. Barnard merited the distinction accorded him as teacher

of method and management and as institute conductor. Not being able to harmonize his ideals of normal school work with those of Dr. J. P. Blanton who succeeded Dr. Baldwin as president at Kirksville in 1882, Mr. Barnard transferred to Cape Girardeau normal school. Some years later he became principal of the Humboldt School in Kansas City. In addition to his complete systematic organization of this school he worked out a modern method of teaching geography which led to publication of modern texts. After contributing more than a quarter of a century of active, conspicuous service he passed on leaving an influence to continue through the lives of many very active teachers who knew him in Kirksville and in Cape Girardeau.

William E. Coleman was the son of a small farmer in Warren County. He entered the Confederate Army while yet in his teens and left a leg on a Southern battle field. He came home at the close of the war between the states, broken in fortune but not in spirit. His schooling enabled him to get a teacher's certificate. He taught rural schools and entered Kirksville normal school from which he graduated in the first class after it became a state institution. He was a city superintendent for nine years successively at Miami, Liberty and Marshall and succeeded Dr. R. D. Shannon as State Superintendent in 1883 and served to 1891. Mr. Coleman perhaps had no one outstanding vision or accomplishment. He held steadfastly to the first importance of elementary education. He was a strict constructionist and was popular with the conservative influence that controlled legislation. He labored hard for county supervision and failing he accepted it as local option. The county newspapers were in sympathy with his work and supported him liberally in promoting a better understanding of the schools and their necessities. He induced the legislature to give one-third of the state revenue to the schools instead of one-fourth which had been set aside for the public schools for forty years and sacredly ap-

(Continued on page 266)

MISSOURI RANKS FIFTH

A recent statement from the department of statistics in the U. S. Bureau with the total number of teachers employed.

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NORTHWEST MISSOURI STATE TEACHERS COLLEGE

MARYVILLE, Mo.

UEL W. LAMKIN, Pres.

HISTORY OF EDUCATION IN MISSOURI

(Continued from page 263)

plied until recent raids made on it for administration and special purposes. With his encouragement, the writer assisted by J. L. Holloway then principal of the Sedalia high school launched the Missouri School Journal in 1883. It was immediately recognized as the organ of the State Department and of the State Teachers Association. This helped to bring about close cooperation between the department and association. He stressed the importance of the teacher and of his preparation. He retired, honored and highly esteemed by schoolmen and people alike. He became superintendent at Moberly and died in harness in 1893 while in his prime.

Joseph M. White was, perhaps, the most brilliant student of the group under consideration. He was a Kentuckian by birth. He made his own way through the Kirksville Normal School and Michigan University in early manhood. He became the militant superintendent at Louisiana in the late seventies and had as his high school principal that fearless leader of men, Champ Clark, later Speaker of the National House of Representatives. Mr. White's great work was as superintendent of schools at Carthage. He was first and last superintendent there for more than thirty years. He was systematic and thorough and stopped only when every detail had been worked out and tested. He was a fine judge of teaching which made him a real superintendent for he knew how to make all his teachers good teachers. He knew when and where to come to their help and when to let alone. He knew his students and knew why they did well or ill. I never knew his equal as a school diagnostician. It is difficult to estimate the influence of such a superintendent in a day when a loose-jointed school work was so prevalent, and at a time when business men measured the value of school work in terms of how it affected their trade. Mr. White's passing ten years ago, left Carthage a complete school system which has needed little modification since. His influence in southwest Missouri will continue many years. He was persistent for years in his

efforts to secure for his corner of the state a teacher-training institution. He was dean of pedagogy at our state university in the late nineties. He never counted his work there eminently successful but he paved the way for the successful organization of the School of Education by his successor A. Ross Hill. He returned to Carthage to a work he loved and for which he was so well suited.

John S. McGhee was reared in Wayne county and taught school there in the early seventies. His ambition led him to Kirksville where he fell under the inspiration of Baldwin and Greenwood. He graduated in 1875 and superintended schools at California and Pierce City before he was called to Cape Girardeau to teach mathematics in the normal school. After twenty years of service in that work he became president of the institution. Mr. McGhee, perhaps did more to fix high standards and set right examples for teaching than any other in Southeast Missouri. His high Christian character and devotion to young people exerted a wide influence over the lives of young teachers. To him should be given the credit for starting summer schools for teachers. In 1886, he proposed that those in attendance on the State Teachers Association at Sweet Springs remain for a week and listen to lectures by Dr. S. S. Laws on philosophy, by Dr. E. A. Allen on Anglo-Saxon, and by Prof. T. Berry Smith on Practical Science. A group of twenty responded and were delighted. To Prof. T. Berry Smith was delegated the responsibility of organizing the work on a permanent basis which was really the beginning of the summer school. Among educational movements that may be credited to Mr. McGhee's initiative were individual experimentation and research methods applied to every day school problems and the free use of supplementary texts.

There were others who contributed in like manner to school improvements leading up to the major movements in the nineties much of which will be given in a later article in connection with schoolmen now active.

Letters of J. M. Greenwood

to

M. J.

SITTING AT MY DESK again I feel like one who has picked up a lost thread which will lead him out of a labyrinth. I have had a long interesting summer of sight-seeing of which more later.

So far as I know now the Board has ordered rooms at the Garfield, Irving, Linwood, and Switzer, and the East wing to the Manual Training. The Bonds were not sold till July and it takes time for the architect to get up plans. Mr. Yeager has not yet returned. My opinion is that no hurry-up additions or buildings will be erected but that the work will be done very substantially. Mr. Karnes will resign as soon as Mr. Yeager returns, and the Republican Central Committee recommended Mr. Lathrop as first choice and he will accept. He is one of the best and fairest men ever on the Board.

A few resignations have occurred and some few "leave of absence" granted. It would be entirely too pompous for me to tell the teachers what would be done or not done by the assistants and if these two men should see all the schools for the first year or two I believe no antagonism would be developed. Chicago has very great rivalry existing in many departments of their work and it is a regular storm center often, and at this time in abnormal paroxysms. For years and years in New York and elsewhere supervisors and assistants looked after certain lines of work. The only way to eliminate the personal equation is through a series of comparisons. Mr. Fitzpatrick and Mr. McNeill and I had no conflict in our estimates. Mr. Hawkins may secure the place formerly held by Mr. Kirk and I think he wants to get in as a principal at St. Louis. Mr. Kinkead was elected at Kirkwood so he goes there and Miss DeW. was elected to teach in the Westport High School. Furthermore the deponent saith not. Dismissing these details and observations, I turn to my own state of mind.

Do you know I have not talked ten minutes altogether on my Western trip and what little I have has been done in monosyllables after the style of the one to four letter classics. There are so many lovely heights away above the battle and bustle of life one may occupy, yet one cannot live always on the mountain peaks. Descents as well as ascents are imperative.

I believe I saw more manifestations of educational unrest while in California this time than ever before or in any other state I ever visited. I believe that the pressure under which the people live and the effort to acquire money have somewhat blunted the keen sense of justice usually so active there. President McNaughton was thoroughly vindicated at San Jose according to the San Francisco Chronicle.

I can do nothing more than enumerate the places we saw on our Western trip. The visit to Mt. Lowe was unsatisfactory on account of the heat. It was like a bake-oven. At Monterey we saw the Old Capitol, the Mission, the Del Monte and the drive of seventeen miles. In San Francisco some things are well worth seeing. We saw the Cliff House, seal rocks, the Baths, and the Park. The mint we took an hour for and spent two or three hours in the Hopkins Art Gallery not so much to see the pictures as the rooms. From the roof of the Gallery one gets a fine view of the city. We saw the Feathered Specimens and the corals in the Academy of Science, 819 Market Street, and the rotunda in the Palace Hotel. We rode across the city from east to west and from north to south to get an idea of its size and we had a trip nearly to the Golden Gate on a Government boat. We went to the Leland Stanford University. I was astonished at the common appearance of the university buildings around the quadrangle. Nearly all those little stables with haylofts about half story high are tame, narrow-staired, badly

lighted and ventilated. I suppose they were built that way on account of earthquakes. The dormitories, museum, etc., all had attractions but will not compare with Harvard, Yale or Michigan. The quadrangle is an architectural abortion. University men with whom I have talked have generally the same opinion of the quadrangle. I understood that the President of that University has written a very charming work on how seals court and practice the art of love-making. This is one of the works I have set aside mentally to read in the near future. The author told Dr. Butler that he would not suffer anything to be taught that could not be experimentally demonstrated. Whenever I attempt to play the role of critic I invariably think of the turbot, a biting fish, that has both eyes on the same side of its head. On our homeward way we found that Mt. Shasta was not the only pebble on the beach, for Mt. R. is the crowned king of all that region and our most charming ride was on Puget Sound. I have seen geysers spout—throw up the hot water and steam 250 feet to 300 feet high. In my humble way I said chemical action rather than the internal heat theory. Bears, too, come to eat, and many other things in that waste of nature's wonders. Not content with seeing what others see, I went with soldiers to see distant out of way places.

Many times we have spoken of the sea and the mountains, the one positive and the other negative. I maintained that the sea is negative and you the reverse. Now I am not quite so sure of my footing. Indeed I feel as if that interpretation needs modifying. The mountains still seem to me positive, but is not the ocean in its own way equally so? The sea is the heartless destroyer, the emblem of irresistible power. This is a theme that Byron interprets exactly. He catches the spirit of the ocean in all its fullness in his "Apostrophe", and Victor Hugo makes it an infuriated demon secreting nearly all its horrible crimes. How can we analyze a subject so vast? We know how the mind tries to reduce multiplicity to unity and how it always seeks to get

hold of a general principle for a basis of thought from which certainty is evolved. Yet it may be, after all, that we must be content to gather information in fragments and rest thereon unsatisfied. I do not like to turn back from a problem in such an inglorious manner.

I gathered a few good books on my journey, some in San Francisco and some in Salt Lake. Since I began the study of Theology, as I call the research work necessary to develop by essay for the Greenwood Club on "Savonarola", my mind has taken on a new line of thought in addition to the ones it was formerly engaged in, and if anyone thinks for a moment the fountain is drained dry, he must replenish himself with a new set of ideas. I try to avoid the mistake of Diderot who was always fermenting ideas, but hatching none. As I understand it he warmed them up in the shell, but before they pipped he got off in search of food and they (the ideas) chilled to death. To get the good out of a book one must read it. My new line of thought is to write an essay on reading books, and one on "Old men and their achievements" and another on "Young men and what they accomplished". It is a great pity that too many of our educated men and women just read the daily papers, school journals, and a few novels and then feel satisfied. The more such reading the less thorough and essential reading is done.

I am busy on my "Savonarola" essay. I feel encouraged, not with my performance, but that I shall bring before a class of our people a sketch of a man whose life and work are entitled to the highest consideration. My annual address is begun and I have about put the last touches on the course of study, and it will be ready for the printer in a few days. My book on teaching is to be revised for another edition, and then I have to finish the historical sketch of the public school system. I see piles of work ahead for me and I have to keep forging ahead. A long time ago I wrote Downing, Dougherty and McNeill but they have been so fully occupied that not one has answered. I gave two lectures at Chillicothe and

two at Carrollton and have received and accepted an invitation to go to Shreveport at Christmas. I have seen only Messrs. Armstrong and Rader since my return but outsiders come and go. Sev-

eral of our principals are helping in Institutes so I have been informed.

Kansas City

Aug. 24, 1899.

The Place of English in American Life.

EVERY TEACHER of English, every principal, and every superintendent of schools should cooperate in the investigation of common uses of English which the National Council of Teachers of English is conducting this year.

The object of school work in English is to prepare young people to meet the demands which the situations of life will make upon them. There is wide divergence of opinion, however, as to the success of our endeavors and the adequacy of the methods followed. It is frequently asserted that the level of popular command of English is lower than it ought to be, not only as regards accuracy, but as regards readiness; not only when men and women have to write, but even in their conversation on social and business matters, and in the way they interpret what they hear and what they read. It is asserted also that the English of the schools and the English of life are too far apart.

Before the justice of these assertions can be determined, and before any readjustment of school curricula or methods can be wisely undertaken, we need to know more definitely than now what are the purposes for which the ordinary citizens has to use the medium of language and what kinds of difficulties are involved. We need not only the advice of the expert observer but the testimony of men and women everywhere as to their own actual experience.

The National Council of Teachers of English has accordingly "appealed to the people." It has appointed a Committee on the Place of English in American Life, consisting of John M. Clapp, New York University, Chairman, Rewey B. Inglis of the University of Minnesota, Edwin L. Miller of the Detroit High Schools, Charles S. Pendleton of the Peabody Teachers College of Nashville, and Mary Doan Spalding of the Harris Teachers College, St. Louis, to find out for what uses business men, farmers, doctors, laborers, housewives and all of us employ English, which of these uses are most frequent, and what chief difficulties the users feel in each situation.

Such data, collected from thousands of typical citizens of all occupations, should make it possible for the schools to set up more definite objectives and to determine somewhat accurately the emphasis due to each of them. As the expense of a national straw vote would be out of the question, the Committee is using a modified questionnaire procedure, conducted in each town by a local committee representing all walks of life: business and professional people, labor unions, women's clubs, etc. The members of this committee distribute the questionnaire personally among their acquaintances.

The questionnaire in itself is an education, as in it is embodied a fresh and profound analysis of the whole problem of teaching English. It is divided into two sections, the first entitled "The Common Uses of English for Communication," and the second "The Common Uses of English for Interpretation."

Under "The Common Uses of English for Communication" we have sections on Interviews, Conversation, Public Speaking, and Writing. Under the head of Interviews there are questions on the use of English in the adjustment of claims, on dealings with customers or patrons, on the collection of information, on reports, on giving instructions to subordinates, and on conference. Under the head of Conversation there are inquiries about talks with strangers or casual acquaintances, on the use of English at social gatherings, and on telephone talk. Under the head of Public Speaking are: Taking Part in Public Discussion at the Meeting of a Club or Organization, Preparing a Speech for a Special Occasion, and Conducting a Meeting as Chairman. Under the head of Writing we have questions on diaries, memoranda, bookkeeping, notes of invitation, acceptance, introduction and condolence, reports and notices of an organization, written instructions to subordinates, business letters, advertisements, and news.

The Use of English for Interpretation is divided in this questionnaire into Reading and Listening. Under Reading there are questions about newspapers, the use of books of reference, interpretation of legal papers, study of technical periodicals or serious books, reading for stimulus, recreation, and culture, and the reading of standard literature. Under the head of Listening we have questions on addresses, lectures, radio programs, plays, business interviews, conferences, and conventions.

In addition to distributing these questionnaires the local committee members discuss the general topic of the investigation with persons or groups representative of various interests. The reports of these less formal expressions of intelligent laymen should prove as valuable as the more statistical data from the questionnaires.

Laymen see the value of this undertaking and are responding most heartily. They approve both the aims and the procedure. Scores of local groups are already at work, but the national committee is prepared to handle returns from hundreds of communities—cities, towns and rural districts. Teachers willing to cooperate in the formation of committees in their own localities should write at once to John M. Clapp, 15 East 26th Street, New York City, for copies of the Questionnaire and more detailed information regarding the investigation.

County Superintendent Blackburn Reviews Twenty Years of Jackson County's School History

Writing for a special edition of "The Independence Examiner", Superintendent L. F. Blackburn in an article of several columns recounts the steps in the progress of education in Jackson county during the past twenty years. Superintendent Blackburn has been an eyewitness to the events which he mentions, having served the county as its superintendent of schools for nearly all of this time and having been a wide-awake and progressive teacher in the county prior to his becoming superintendent of schools.

In this very interesting article details of local interest are dealt with and many statistics are given. The total number of school districts has been reduced from 101 to 82. Five consolidations have been formed absorbing several of the districts whose identities have disappeared and several have been annexed to Kansas City or Independence. Two new ones have been formed.

The assessment of property, outside of Kansas City and Independence has increased from ten millions to fifty millions; the average levy twenty years ago was forty-five cents on the \$100 dollars valuation, running from zero in one district to ninety cents in another. At the present time the average levy is fifty-three cents and the levies vary from fourteen cents in one district to \$1.30 in another for the common schools. In the town and consolidated schools the levies vary, at the present time, from fourteen cents to \$1.30.

The average salary twenty years ago was \$336.00. The average salary today is \$1011. The total salary budget for the county twenty years ago was \$44,000; today it is \$219,000. The total number of teachers has increased from 131 to 217. There was one teacher twenty years ago in the county receiving as much as \$1000. per year as a salary and two rural teachers were receiving as low as \$30.00 per month and teaching only six months terms.

Four teachers, Olive White Allen, Nellie G. Green, Myrtle Hayden and Frances Ritchey, who were teachers in the county twenty years ago are still in the profession and are reputed to be among the best in the county. Four others, Prof. A. C. Morris, L. E. Morris, Jesse Hutchens, and Margaret Chiles who were teachers in the common school districts twenty years ago are now in the Independence system and heads of their departments.

The length of term during this twenty years has increased from an average of 143 days to an average of 167 days, a gain of one and

one-fifth school months. The attendance has grown from 3436 to 4638.

Twenty years ago of the 191 teachers employed, 166 held county certificates. At the present time only 79 of the total number employed hold county certificates. 297 of these have completed a four years high school course and 299 have had more or less college training.

Libraries have increased from 9,000 volumes to 35,000 volumes, and last year the schools of Jackson county spent \$4500 for books which is the total value of all the libraries twenty years ago.

A Tribute to Teachers

In closing the article Superintendent Blackburn pays the following tribute to the teachers of Jackson county and recognizes the work of various organizations in the development of the schools.

The corps of teachers twenty years ago was a fine, honest, energetic, capable body of men and women. They had their problems, made sacrifices, dreamed dreams of better days, inspired many of their pupils, and did the best they could under the existing conditions. Those who attended their schools and are now living, owe them debts that they can never repay. Those teachers were pioneers; and the present day teachers also owe them a great debt for so nobly "paving the way." They are seeing the dreams of those other teachers coming true, and gathering the fruits of their incessant labors.

The present corps is just as fine, energetic, courageous, zealous, enthusiastic, and loyal to their cause as those of twenty years ago. They, too, have their problems; and although the school facilities may be better, the demand of the times has made their tasks as proportionately great. They are also pioneers.

This score of years has been the most progressive in the world's history. Have the schools of these districts kept pace?

For whatever progress these schools may have made, much credit is due to the members of Community Centers, Commercial clubs, Farm Bureau, Parent-Teacher Associations and other civic organizations, Higher Institutions of Learning, State Departments of Education, the Press, the Pulpit, and last but not least, the most universal whole-hearted co-operation given by school board members, clerks, and secretaries, the voters at the school elections, and all others directly concerned.

A Library System for Rural Schools

The following system for cataloging rural libraries was worked out for Consolidated Dist. No. 1, Pettis County, at Houstonia, Missouri, by Supt. A. Paul Davis. Rural schools that the writer of this article has known have had very little library organization. No claim is made that the following system is a finished piece of work in the science of library organization, but it is a workable system and has the following qualities to recommend it:

- (1) Simplicity of numbering.
- (2) Adaptability to the character of books found in rural school libraries.
- (3) Convenience in shelving and in withdrawing books.
- (4) Books for each class, i. e. A. B. C., or D class, are found grouped together, and are therefore easily found by the pupils themselves.
- (5) Books are grouped within each class according to the nature of the material, and are arranged alphabetically within each group.

Any one familiar with library organization will note that this system is an adaptation of the Dewey method.

1. Every book has two numbers, the CALL number and the ACCESSION number.

2. The accession number is written at the bottom of the second page following the title. This number should be put on as soon as the new book has been checked on the invoice. Accession numbers are entered serially in an accession book as books are acquired. The following arrangement of items in the accession book is satisfactory: A. c. No. Title. Author. Call No. Date of Purchase. Cost.

3. The call number is written on the inside front cover and on a label pasted on the back of the book two inches from the bottom edge of the book. Dennison label No. A16 extra gummed is standard. Labels will stick if well moistened. Paste labels on first, then write on the call number. The call number is composed of the class number and the initial of the author.

4. Use the following divisions for class numbers:

- D class 01—99
- C class 100—199
- B class 200—299
- A class 300—399
- General 400—499

5. Use the following divisions for EACH of the four classes:

The International Convention of the Kindergarten Union will be held at Los Angeles on T. Jennie Green, Teachers College, Kirksville July 8-11. A rich program is promised by the leaders of kindergarten work throughout the world. The local committees plan to make pleasure and are looking for a record breaking attendance.

Reading and Literature 01—09, 01 Stores 02 Readers, 03 Authors, 04 Fiction, 05 Poetry, 06 Language, 07 Classics.

Geography 10—19: 10 Travel, 11 Continents and countries, 12 People, 13 Products, 14 Industries.

History 20—29: 20 Biography, 21 History stories, heroism, etc., 22 Explorers and discoverers, 23 U. S. History, 24 Missouri History, 25 Government, 26 Civics, citizenship, thrift, 27 World War.

Science 30—39: 30 Nature study, 31 Physiology and hygiene, 32 Agriculture, 33 Mathematics.

Fine Arts 40—49: 40 Amusements and games, 41 Drawing, 42 Music.

Manners and Conduct 50:

The following classification belongs to the 400 group:

General 400—499: 400 Encyclopedias, 401 Dictionaries, 402 Census reports, statistics, etc., 403 Bulletins and pamphlets (These may be kept separate if desirable shelf space is available).

If books are acquired that do not fit under any classification given an appropriate number can be assigned to it as there is plenty of room for expansion in the above.

If a city, state or U. S. publication has no author's name attached use the initial of the city, state, or U. S. When the author's name is not given use the initial of the title.

A coat of clear shellac over the labels helps to preserve them and keep them on.

Examples to make clear the method of assigning call numbers are:

Games for Playground, etc.	Bancroft	440B
General Hygiene	Overton	331O
The New Agriculture	Waters	332W
Geographical Reader	Carpenter	211C
World Book		400W

The digit in hundreds place refers to the class for which the book is intended, the last two digits to the group into which it falls, and the initial refers to the author.

This system is offered to the rural teachers in the hope that it may prove helpful. Supt. Davis will be glad to hear from any teachers adopting the system and finding it useful, and to receive suggestions for its improvement.

Professor J. W. Diefendorf, who for the past year has been teaching in the University of Missouri while completing his work for his Doctor's Degree, has accepted a position as Professor of Education in the State Teachers College at Conway Arkansas. He will take up his work there about September first.

Public Recreation A Twentieth Century Product

THE CITIES of America which provide space and leadership for the play of their people have grown from fourteen or less, at the beginning of 1900, to 711, at the beginning of 1925. This quarter century has marked the acceptance of public play as a department of municipal government and a new civic science. Cities first opened children's playgrounds as a philanthropic experiment. Today a community's provision for the recreation of its citizens, young and old, is an important index of its progress and its liableness, says the 1924 Year Book of the Playground and Recreation Association of America.

Expenditure Tells the Story

The annual increases in the funds spent by cities for public recreation are an effective record of the progress of the movement. This record goes back to 1907, the year after the national Association was organized. Slightly less than one million dollars was reported spent in 1907. Expenditures have thereafter shown a definite upward curve, though during a few years, they have fallen below the mark of the previous year. The greatest fluctuations were during the war period, from 1913 to 1918, when there was a drop of about three-quarters of a million dollars. In 1918, steady annual increase began. The 1924 expenditure was reported at \$20,052,558. The gain from 1922 through 1924, a matter of nearly eleven millions, is more than the gain from the beginning of the play movement up to 1922, when \$9,317,048 was reported.

Eight thousand, one hundred and fifteen refreshing centers of public play are now scattered through America, according to the 1924 reports. These recreation ideas include outdoor playgrounds, indoor recreation centers and athletic fields of various types. Six hundred and thirty-five of them were opened for the first time in 1924.

Especially encouraging is the increase in leadership, the factor all-important to the success of a public recreation program. During 1924, 15,871 workers were employed, 2,783 of them the year round. This is an increase of 3,589 over the workers reported for 1923.

Amateurs in the Game

America got into the game during 1924 with 33,051 teams of amateur athletes and 17,492,751 spectators at public sports, the Year Book shows. These statistics cover ten sports—baseball, football, soccer, basketball, volley ball, dodge ball, kitten ball, playground ball, quoits and bowling, as promoted under leadership by public recreation agencies. The ratio of players to onlookers indicates that public recreation is dealing a telling blow to that national menace which has been dubbed "spectatoritis". More and more Americans are getting their recreation at first hand instead of watching others play.

Municipal golf was provided by ninety-five cities, which maintained 131 public courses. California leads in the number of cities that have put the ancient Scotch game within the reach of all their citizens. Following California's record of nine such cities are Illinois, Michigan and Ohio, each of which report seven such cities.

The municipal vacation is a new development. Eighty-three cities now maintain 121 summer camps, some for boys and girls, some where entire families may enjoy healthful diversion at a nominal charge. Bathing beaches and other places for water sports were reported by 215 cities and totalled 458. In addition, 272 cities reported 626 public swimming pools.

Cities are regarding their expenditures for public recreation as an investment, says the Year Book. They are finding that municipal play reduces street accidents to children, improves health, lessens crime and delinquency, and both attracts and holds residents and industries. Though the public recreation movement has gathered considerable momentum, the need for pioneer work with towns and cities is still urgent and wide-spread. Behind the movement is the Playground and Recreation Association of America. Last year the Association, through the visits of its field workers, gave significant aid to 318 cities and, through its correspondence service, answered 19,000 inquiries.

"You may bring to your office and put in a frame
A sign as fine as its paint,
But if you're a crook when you're playin' the game
That sign won't make you a saint.
You can stick up the placards all over the hall,
But here is the word I announce:
It isn't the sign that hangs on the wall
But the sign you 'LIVE' that counts.

"If the sign says 'SMILE' and you carry a frown,
'DO IT NOW,' and you linger and wait;
If the sign says 'HELP,' and you trample men down;
If the sign says 'LOVE' and you hate
You won't get away with the signs you stall.
For 'TRUTH' will come forth with a bounce
It isn't the sign that hangs on the wall,
But the sign you LIVE that counts."

—Clipped.

The Normal Mind—A Review

By W. McN. MILLER, M. D.

TO THE CONSIDERATE attention of the school superintendents and teachers of Missouri we would bring the newly published book, *THE NORMAL MIND: AN INTRODUCTION TO MENTAL HYGIENE AND THE HYGIENE OF SCHOOL INSTRUCTION*, by William H. Burnham, Ph. D., Professor of Pedagogy and School Hygiene in Clark University; member of the joint Committee of Health Problems of the National Education Association and the American Medical Association.

Here is opportunity to acquire concisely written authoritative technical up-to-date information pertaining to the fundamental principles and practical methods of instruction in personal hygiene—physical and mental—school and home sanitation and community health in relation to the education of the normal child, unincumbered with specific illustrative detail.

First brought to our attention by Dr. Henry S. Curtis, Director of Hygiene and Physical Education of the State Department of Public Schools, we find this book an exposition of sound common sense tersely expressed, eminently suggestive and serviceable as a guide and inspiration for the routine work of the school room.

Dr. Burnham being a pedagogic psychologist, mental hygiene dominates his interest and permeates the methods which he proposes. In illustration of his point of view and his field of vision, which is wide and far, we excerpt the following from the preface of his book.

Careful students of education today are forced to the belief that what teachers and parents need more than anything else is to get the point of view of mental hygiene and a knowledge of the simple fundamental conditions of healthful mental development.

To this he adds:

It is easy for the cynic to point to the complexity of the mental life and to maintain there is no such thing as principles of mental hygiene.

By calling attention to the simple things we do know, hygiene has increased the average length of human life from 41 years in 1870 to 56 years at the present time. The application of the simple knowledge we already have of the conditions of mental health would improve human health everywhere—that it would be helpful to the schools, would prevent many neuroses, and favor the mental health and increase the efficiency of all normal children, and afford a social training vitally important for the health of their state.

From his introduction:

First of all, the fundamental aims of education and of child hygiene are the same: normal healthful development and the acquisition of habits of healthful activity, physical and mental.

For the early period of school life, in the kindergarten and the elementary grades at least, the primary aim of education should

be health. The child's first business is to grow and develop. Everything else can wait, but the demands of health are imperative. At present there is no consensus among educators in regard to the aim of formal education. This is amazing, but if pedagogy does not know the aim of education for this early period, then pedagogy should give place to hygiene, for hygiene does know the aim definitely—health, adjustment to a normal environment, and the acquisition of those habits of activity, physical and mental, that represent the alphabets of health for every one.

Modern investigations and modern studies of education and hygiene have at least clearly shown that it is training in hygiene, not mere instruction, that really counts. However important instruction may be, it is secondary and subsidiary, and is most effectively given on the basis of individual training. Hence, the significance of the aim in the various child-welfare societies actually to develop habits of health among school children.

To the practical question, "What can be done today?" the answer is, "The key to the situation is in the training of teachers." In matters of health, as in other things, school reform is always schoolmaster reform. For proper health training, properly trained teachers are necessary. No text books, no rules for instruction and training, no code of health morals, no methods or devices, however clever, can take the place of good teachers. To insure good teachers, they themselves must be trained in the essential habits of health, given the scientific attitude, a broad perspective, and the genetic point of view, so that lessons may be adapted to individual children and the concrete situations of the schoolroom.

This movement for the training of teachers in child hygiene is of the greatest significance; but from the outset the instruction and training should be rigorously scientific.

While some of us would go farther and make health the primary aim of all education in the early years, all should emphasize the need of the scientific attitude, of perspective, and of mental hygiene.

From his concluding chapter we take:

The normal child is really normal, not bad or pathological in its mental and moral condition. Many of its traits should survive.

To speak more concretely of the child's attitudes that are normal and should survive, it may be noted that the child is trustful and not suspicious; is free from fear except fear caused by violent change of stimulation, a loud noise, for example; is free from anger except when bound or limited in its activity, where anger is really a defense reaction of its already integrated organism; is free from injurious repressions and inhibitions, from self-consciousness and the vast number of interfering inhibiting thoughts and feelings related to self that constantly interfere

with the adult's activity; has an optimistic attitude toward life, and usually a sense of humor; gives attention to the present situation, and, in its own activity, is orderly in its associations. The child exhibits its highest form in integration in conscious attention. It delights in expending energy in motor reactions involving the whole organism; and in the doing of its own freely chosen tasks shows integration well nigh perfect.

To child and adult alike the most disintegrating influence is that of uncontrolled emotion. The wish of a child known to the writer, that we did not have feelings, has been echoed by many adults. Among the causes of disintegration today are failure in one's work, failure to be understood, disparagement of the personality, exposure of one's real faults, slights of "the dear ego", injustice, reflection on one's honor, and the like. With these, emotional complexes are likely to be formed and the beginning of mental disorder develop.

Modern hygiene is positive, its aim is not the mere prevention of disease, but the development of habits of health. Neither mental health nor physical health can be taken for granted. The watchword of both is prevention; but the best means of prevention is usually healthful development—on the physical side, a high health level and habits of

health: on the mental side, integration and healthy mental attitudes.

This country rightly has faith in its public schools; but the popular slogan "The schools must save America," will never come true as long as the schools trust to mere instruction of the individual pupil in conventional knowledge. They will never really save themselves or anything else until they give training for the individual and for the social group according to the essential doctrines of scientific education and mental hygiene and this for the home as well as in the school and from the kindergarten to the university.

It should be borne in mind that the author has written upon the essential subject, the normal mind of the child, an introduction to mental hygiene, and not upon physical or somatic hygiene.

These excerpted tit-bits serve merely and briefly to exhibit his outlook and to illustrate his style and to indicate faintly the scope and purpose of his work. The book itself will be found on the desk or shelf convenient to the hand of progressive school superintendents and ambitious teachers. It is published by D. Appleton Co., New York; price \$3.50; obtainable through the usual bookselling channels.

W. McN. Miller.

Some Needs of Our Schools

A Patron's View

DR. T. A. BLACKMORE

IN MY judgment a school should provide for its pupils a substantial and commodious building, together with ample and sightly grounds. The building should be roomy, well ventilated, well heated and sanitary.

The grounds should be made and kept as attractive as means will permit, providing sufficient room for various games and sports, and supplied with a reasonable amount of playground apparatus.

The study course should offer the child an opportunity for mental development through well regulated, systematic, brain exercises.

The body grows in symmetry and proportion only through well rounded physical exercises. Mental gymnastics are just as necessary for a well balanced growth and development of brain cells.

The implanting of as much wholesome and useful knowledge as is practical is to be desired, but, in my judgment, systematic brain growth is more important.

The brain often develops quite as much at

play as at study, and the training should be varied and broad enough to bring out and develop, if possible, all of a child's faculties.

I believe high moral standards should be held up before the child at all times, and therein doubtless lies one of the most fruitful fields for good in the training of youth. Lives of patriots, philanthropists, statesmen and successful men and women should often be brought to the attention of the child as worthy of emulation, since many boys and girls have been known to rise to lives of great usefulness, and often fame, by patterning after men and women of note.

Every school should, I think, in so far as they are able, provide lessons in wholesome and invigorating exercises and well regulated sports, which have for their end the development of a well rounded physique.

Lessons in hygiene and personal cleanliness should not be overlooked; and, through the co-operation of the parents, physical defects and diseases, which lower the child's efficiency, should be corrected or removed if possible.

Miss Genevieve Turk, principal of the Gladstone school of Kansas City, with several other Kansas City teachers will spend the summer months in European travel.

H. L. Foster has accepted a position as professor of education in the Oklahoma College for Women at Chickasha, Oklahoma. Mr. Foster was formerly superintendent of schools at Glasgow, Mo.

Trenton to Have Junior College

WHILE some communities are struggling to continue their four year high school course, or to maintain a second or third class high school, while others are finding difficulty in securing funds necessary to carry on a standard one room rural school, and still others have not yet reached the point where they can even struggle for better educational facilities, the enterprising city of Trenton has completed its plans for the beginning of a junior college. The children of this district will, beginning with next September, have two years of college work added to the opportunities which now lie at their door. According to a statement made several weeks ago by Superintendent O. G. Sanford, practically enough students had then signed up for the first year of college work to insure the success of the project.

This innovation has been made possible by the building program which the school district has recently completed. The work is to be carried on in the high school building but under entirely separate organization. In the statement given to the press, Superintendent Sanford says, "The many advantages we can give the students both in the way of individual attention in the lower cost, is attracting attention from all parts of our section of Missouri." The college will be attended not only by the graduates from the local high school, but by the graduates of the high schools in the surrounding territory.

The course of study will be composed largely of subjects which are required as basic for special lines of work which will be taken up in the junior and senior college years. English, foreign languages, science, mathematics, social sciences, and education will be taught.

It is planned to support the school by tuition which will be \$125.00 per year and incidental fees which will not exceed \$25.00 per year depending upon the nature of the courses taken. The community will establish an emergency fund to take care of fluctuations in the finances and to stabilize the financial basis of the college. The people of the community are responding with much enthusiasm and offering every encouragement to the new venture. The country club, for example, will give to the college students, for a very nominal fee, the use of the golf links, the churches are planning special

programs and attractions for the student body, the chamber of commerce is cooperating financially, the free public library will be at the disposal of the students, and all of the home owners will co-operate in making the home life of the students pleasant and economical.



Supt. O. G. Sanford

Trenton, a city of eight thousand people, is to be highly complimented for this forward step, and its influences for good not only to the boys and girls of the community, but to those of the surrounding towns, will be greatly increased.

Superintendent Sanford, who has had charge of the schools of Trenton for several years, has been the moving spirit in the project. His devotion, enthusiasm, and efficiency has caused the people of Trenton to rally unanimously to the support of the elementary and high schools until they have developed to a very high degree of proficiency. They will go forward with this new development and, no doubt, carry it to as high a level of excellence as they have their elementary and high schools.

Professor C. H. Williams, Secretary of the World Federation of Teachers, will sail on June 27th for Edinburg, Scotland, to be present at the Second Convention of this organization. Professor Williams has been tendered the full time secretaryship of the World Federation.

Dr. Manley O. Hudson, a native of Montgomery county, Missouri, former member of the faculty of the University of Missouri, and lately professor of International Law at Harvard, will go this summer to Geneva, Switzerland, to become the Secretariat of the League of Nations in the Legal Section.

District Association Officers, 1925

Northeast Missouri Teachers Association Kirkville, Oct. 29-30

President
Miss Blanche Sumners, Milan

1st Vice-Pres.
O. L. Cross, Macon

2nd Vice-Pres.
L. McCartney, Hannibal

Secy-Treas.
H. G. Swanson, Teachers College, Kirkville

Executive Committee:
Supt. W. A. Burton, Atlanta
Mrs. Mary E. Moore, Supt. of Schools, Holli-
day
Supt. W. R. Henry, Green City
T. Jennie Green, Teachers College, Kirks-
ville

Central Missouri Teachers Association Warrensburg, Oct. 22-24

President
Emmett Ellis, Warrensburg

1st Vice-Pres.
Supt. C. A. McMillan, Harrisonville,

Man. Secretary
Dean W. W. Parker, Teachers College, War-
rensburg

Rec. Secretary
Miss Nora Hackley, Slater

Treasurer
G. E. Hoover, Teachers College, Warrens-
burg

Executive Committee:
Emmett Ellis, Warrensburg
Supt. C. A. McMillan, Harrisonville
Dean W. W. Parker, Teachers College, War-
rensburg
Miss Nora Hackley, Slater
G. E. Hoover, Teachers College, Warrensburg

Southeast Missouri Teachers Association Cape Girardeau, Oct. 29-31

President
L. B. Hoy, Gideon

1st Vice-Pres.
W. L. Johns, Farmington

2nd Vice-Pres.
G. W. Beswick, Poplar Bluff

3rd Vice-Pres.
J. H. Harty, Marble Hill

Secy-Treas.
Jephtha Riggs, Teachers College, Cape Girar-
deau

Executive Committee:
J. H. Harty, Marble Hill
P. J. Stearns, Lilbourn
Egbert Jennings, Kennett

Southwest Missouri Teachers Association Springfield, Oct. 29-31

President
Roscoe V. Cramer, Lebanon

1st Vice-Pres.
H. L. Mott, Buffalo

2nd Vice-Pres.
Benj. J. Cartwright, Pineville

3rd Vice-Pres.
Hazle B. Mileham

Secretary
Mrs. A. T. Moore, 756 N. Walnut, Spring-
field

Treasurer
Thomas E. Babb, S. Jefferson, Springfield

Railroad Secy.
W. Y. Foster, 669 Delmar, Springfield

Executive Committee:
F. E. Engleman, Nevada
John B. Boyd, Jefferson City
Alice Harrison, Teachers College, Spring-
field

Roscoe V. Cramer, Lebanon

Northwest Missouri Teachers Association Maryville, Oct. 15-17

President
Supt. U. L. Riley, Maitland

1st Vice-Pres.
Supt. Silas Skelton, New Hampton

2nd Vice-Pres.
Co. Supt. Mrs. Allie Wilson, Princeton

Secretary
Dr. Fred Keller, 422 W. 13th, Maryville

Treasurer
Supt. Chas. Myers, Union Star

Railroad Secy.
Dr. Fred Keller, 422 W. 13th, Maryville

Executive Committee:
D. D. Hooper, Savannah
Eula Morrison, Kearney
Edward Adams, Tarkio
U. L. Riley, Maitland, Ex-Officio
Dr. Fred Keller, Maryville, Ex-Officio

South-Central Missouri Teachers Association Rolla, Oct. 22-24

President
Robert W. Crow, Salem

1st Vice-Pres.
R. A. Arnold, Richland

2nd Vice-Pres.
C. E. Vaughan, Owensville

3rd Vice-Pres.
J. A. Campbell, Salem

Secy-Treas.
D. E. Matthews, Sullivan

Railroad Secy.
D. E. Matthews, Sullivan

Executive Committee:
G. B. John, Vienna
A. F. Borberg, Union
B. P. Lewis, Rolla
Chas. W. Martin, Steelville
D. E. Matthews, Sullivan

St. Joseph District Teachers Association

President
Miss Leolian Carter, 324 S. 20th St.

Vice-President
C. E. Hill, Y. M. C. A.

Secy.-Treas.
S. E. Elliott, 1320 Olive

Kansas City District Teachers Association

President
I. I. Cammack, Library Bldg.

Vice-President
J. H. Markley, Library Bldg.

Secretary
Esther Crowe, 2012 Benton

St. Louis District Teachers Association

President
Anne R. Waney, 3645 Flad Avenue

Vice-President
H. H. Ryan, 5351 Enright Avenue

Secy.-Treas.
Grace Mulholland, 5312 Ridge Avenue

Chairman Assembly of Representatives:
St. Louis District, M. S. T. A.

Genevieve Appgar, 3945 De Tonty St.

Executive Committee:
Tillie G. Gecks, 1517 S. Theresa Avenue

Nellie K. Lewis, 1131 N. Euclid Avenue

Bernard W. Noel, 4847 Fountain Avenue

F. M. Underwood, 3942 Connecticut Avenue

ITEMS of INTEREST

NOTIFY US OF CHANGE OF ADDRESS

If your address will be changed for next year please notify us as soon as you know your new address. The SCHOOL AND COMMUNITY will be sent to your old address unless we are notified of a change. Second class mail is not forwarded so in request that you may receive your magazine promptly and at a minimum expense to the Association we ask you to kindly comply with this request as soon as you know what your September address will be. THE SCHOOL AND COMMUNITY is not issued through the months of July and August.

Statement of Secretary Shankland.

"The Child Labor Amendment will eventually be ratified," said Mrs. S. D. Shankland, Executive Secretary of the Department of Superintendence of the National Education Association, and formerly a member of Ohio Legislature, in a meeting of the Educational Press Association of America: "Had the money interests seeking to profit from the labor of children not used their resources to mislead the public, the Amendment would probably have been ratified during the present year. They have spent liberally and labored actively while boldly asserting that they had no special interest in the outcome. They have attempted to scare patriotic people throughout the country by asserting that the Amendment originated in Soviet Russia. They have done this while masking under names that suggest patriotism and loyalty."

"The mill owners seek to defeat this Amendment that passed Congress by a overwhelming vote and that has the endorsement of the President of the United States for whose policies the people have expressed substantial approval. Their first efforts were centered in the farm vote. They told the farmers that the Amendment would prohibit the children from doing the chores on the farm and in the home. It prohibits nothing but merely authorizes Con-

gress to deal with an evil that for eighty years has baffled the States. It gives Congress no power that the States have not had and no State has attempted to regulate farm labor.

"Time is against all such tricks. The truth will out. America will not put dollars above children. The selfish connections of many of the opponents will become increasingly apparent. The association of some of them with vicious and discredited lobbies in Washington will put every member of a legislature who votes against ratification in a position of having to explain his vote, not only now but more particularly in the years to come. Materialism must not triumph over the fine impulses of our people. To put calico and factory profits above the health, education, and morals of children is bad ethics, bad religion, bad economics, bad public policy. The real question is! Can the wealthy mill owners fool the American people? I do not believe they can."

Doesn't Like the Idea of Exchanging Teachers.

Wyaconda, Missouri
February 16, 1925

Mr. Thos. J. Walker, Editor
THE SCHOOL AND COMMUNITY
Columbia, Missouri

Dear Sir:

In the February issue of THE SCHOOL AND COMMUNITY I read an article by Mr. A. M. Shaw, Jr. advocating an exchange of school teachers, between English speaking nations; especially the United States and England.

In two elections, the proposition that the United States enter into the political entanglements of Europe, especially with England was defeated by over seven millions majority each.

Should the proposition, that the United States enter into the entanglements of England, be submitted to a vote of our people it would be defeated by twenty millions majority.

For eighteen months I taught school on England's soil. To obtain a certificate to teach I had to go before a "Judge of the Queen's Bench" and take an oath of allegiance in which it was stated that I would enter into no intrigue or conspiracies against George V while on England's soil. I did not like it. The Judge directed me to place my left hand over my heart and my right hand on the "Holy Bible" while he administered the oath.

When completed, he directed me to kiss the "Holy Book" and pointed to the verse I was to kiss. It said something about Joshua commanding the sun to stand still and it obeyed him. An intimation that what England commands must be obeyed. I did not like it.

The Judge was a dignified gentleman, and wore on the lapel of his coat the badge of the "Star and Garter" that had been bestowed upon him by Queen Victoria for a daring deed in a bloody and unjust war in South Africa. I did not like it.

During the eighteen months, I was compelled to stand with bowed head nine hundred and eighty times and sing "God Save the King." I did not like it. In derision the people and pupils called me the "Yankee Teacher" although they knew I was born in Ohio. I did not like it.

Frequently I was told that the United States was a "dog in a manger" because she would not join the "League of Nations." I did not like it. The people boasted that England took sixty years to repay the six billions of dollars that she borrowed from the United States in two years. Openly stated that England could whip the U. S. any old time she liked and cancel the debt.

There can be no objection to a teacher going from one state to another to teach, or to another country, but for the Government to assume the responsibility is a different proposition.

An American teacher would be compelled to copy England's method of teaching. An American should not be allowed to copy anything from England, except the cut of his whiskers.

Very truly
WALT BEN SAYLER

Professor Coursault to Hawaii

Dr. J. H. Coursault, Professor in the School of Education, University of Missouri, has accepted an invitation to lecture to the teachers of the Hawaiian Islands this summer. He will teach a course in the principles of education in the Territorial Normal and Training School of Honolulu.

Dr. Coursault received this invitation last fall, but on account of the appropriation having been exhausted, it was not definitely known whether it would be possible to bring a man from the United States this summer. Recently the Territorial Legislature made an additional appropriation to cover this work by Dr. Coursault, and he has been informed, by a cablegram, that he would be expected to be in Honolulu by June 5th. He sailed from Los Angeles on June 6th.

Cape Girardeau Stages A Mammoth School Exhibit.

As a part of the closing exercises Cape Girardeau gave a public exhibit of the work of the children of the public schools, using the buildings of the Fairground Park. More than 3000 persons were in attendance. The city honored the schools and the children by closing the places of business, and, in the phrase of "The Southeast Missourian," the day was dedicated to the school children of Cape Girardeau.

The first part of the program was the inspection of the work of the school children which covered the spacious interior of Floral Hall. This was followed by May Day festivities, dances and choruses in which all the children of the grades and junior high school participated. A program of competitive athletic events concluded the day's program. In this division of the day's entertainment two vents were unique—a hog calling contest which was won by Robert Cunningham a high school student and a "Dutch Cleanser" race in which all the janitors were contestants.

This was the first time that a collective exhibit had been attempted by the Cape Girardeau schools and, naturally, Superintendent Whiteford is much pleased with the results.

Poplar Bluff Plans to Encourage Scholarship by Offering High School Letter

Principal W. C. Butler of the Poplar Bluff high school has announced a plan for encouraging scholarship in his high school by recognizing it in a way similar to the recognition previously given in the field of athletics. According to a statement printed in the high school publication, Principal Butler, without deprecating in any way the recognition that has been given those who bring honor to the school in the realm of athletic activities, expresses his belief that the student who through scholarship and participation in other school activities which reflect honor upon the high school should be recognized by being awarded a high school letter. He believes that this policy will help scholarship to attain its true position in the estimation of the students and the public generally.

Acting upon this belief the administration has placed certain values upon various kinds of work which the pupil can accomplish and sets a standard of 900 points to be reached before the school letter can be awarded. The points in which credit may be given and the number of credits given in each are as follows:

- A. Scholarship, one unit credit.
 1. Any subject, for semester, "E"—100
 2. Any subject, for semester, "S"—50
 3. Valedictorian—100
 4. Salutatorian—50
- B. Medals, or awards won, other than in contests.
 1. Certificates of honor, etc—25
 2. Bronze—25
 3. Silver—50
 4. Gold—100

5. Physical Education Dept.
 - a. 1st Badge test—25
 - b. 2nd Badge test—50
 - c. 3rd Badge test—75
 - d. State Letter "M"—200
- C. Leadership.
 1. President of club or class—100
 2. Other offices in clubs or classes—50
 3. Captain of team—100
 4. Editor-in-chief of Paper or Annual—100
 5. Business manager of Paper or Annual—75
 6. Other officers on staff of Paper or Annual—50
- D. Athletics.
 1. Making Squad in any phase of Athletics—25
 2. Make Team in any phase of Athletics—50
 3. Two-thirds quarters in any phase of Athletics—75
 4. Tournament
 - a. Represent the School—75
 - b. Winning 1st, 2nd or 3rd place—200
- E. Contests other than Athletics
 1. Entering Preliminary Elimination—25
 2. Represent the School in Contest—100
 3. Winning 1st, 2nd or 3rd place—200
- F. Morale
 1. Deportment "E"—100
 2. Deportment "S"—50
 3. Perfect Attendance—50
 4. Punctuality—50
- G. Social Activities
 1. Year's Work in Club—50
 2. Appearance before Public in any School Activity—
 - 5 Points per Appearance
 - Maximum—25

Suspension from school will bar any student from any possibility to win above honors.

At Billings, the Parent-Teacher Association has been functioning to a remarkable degree, in cooperation with Superintendent L. H. Coward and the teachers, in building the school, and school sentiment. They have fitted up the office and rest rooms, supplying rugs, chairs, tables, medicine cabinet and a new coat of paint. The play grounds have been equipped with swings, teeter-totters, suspended rings, and a slide. A Victrola has been purchased for the grades and the piano repaired and tuned. They have assisted the boys of the high school in the securing of athletic equipment. They have purchased equipment for physical education, added supplementary readers to the grade libraries, aided in the expense of tournaments and debates, and given a lyceum course of high class talent. They have employed a vocal director for the grades—and the end is not

yet. Superintendent Coward says they talk less and work more than any organization he has ever seen. They have learned the fine art of co-operation and having a group of teachers who also know how to practice this greatest of all modern arts they will go forward with even greater tasks. One of the secrets of their remarkable activity, according to Mr. Coward is the outstanding leadership of their president, Mrs. Frank Kesterdeick who was a former teacher and who has the highest ideals for the development of educational facilities. She is surrounded with a group of workers who share her ideals and industry.

The School and Community is indebted to the "Seymour Citizen" for a copy of its special high school commencement edition, in which, among many other interesting school features, is printed a history of the high school at that place. Among the names of those who have acted as superintendent of that school are T. J. Walker now of the Teachers College Faculty at Springfield; Guv D. Callaway, now a physician in Springfield; W. S. Smith now superintendent of schools at Excelsior Springs and E. H. Carender who has been in charge of the schools for the past four years.

Dr. Shaler Mathews, dean of the Divinity School of the University of Chicago, in delivering the commencement address at the University of Missouri on the subject, "The Rising Generation and Its Moral Tasks", recounted the material developments of the past and emphasized the fact that our morals have not been adjusted to meet these tremendous changes. He said that the past and passing generations had created the conditions which the coming generation will inherit. According to Dr. Mathews we have yet to establish a set of morals that will fit the possession of this new power which we are inheriting. He raised the questions, "Are we moral enough to make radio serve the highest interests of man?" "Our our ideals high enough to insure the best use of the moving picture?" "Do we regard the sanctity of human life enough to be entrusted with the tremendous power of modern chemistry?" "Have we the ability and the idealism sufficient to deal justly with all people in the same ratio that the rights of all people have been recognized in the constitutions of modern governments?"

Civilizations, he declared, do not fall because they grow old but because they do not have the morality to meet the changing conditions. Summarizing his message he said, "The moral task of the rising generation is to live so honestly and sacrificially, with such adornment of social-mindedness, that they may make it easier for the peoples of the earth to get justice and to live more nobly to-morrow than they live to-day."

Miss Elizabeth White, formerly state supervisor of rural schools, is a member of the summer school faculty at Warrensburg.

President Uel W. Lamkin of the Northwest Missouri State Teachers College delivered the commencement Address for the class of the Southeast Missouri State Teachers College, on May 21. There were 35 members of the class finishing a full four years college course.

Compulsory Bible Reading in all of the public schools of Ohio would have been the effect of a law recently passed by the General Assembly of that state but which was vetoed by Governor Donahey.

Mr. Judge Boggs, formerly principal of the Rickick School of St. Louis, has been appointed Supervisor of the Social Sciences for the St. Louis schools and is entering his work of constructively reorganizing the Social Sciences Curriculum throughout the entire school course including the grades, high school and Teachers College.

Miller County, under the direction of County Superintendent Roy W. Starling, has planned to make numerous improvements in her school buildings during the summer vacation. The Tuscumbia district will spend about fourteen thousand dollars in the improvement of her buildings; the Mace district and the Honey Springs district will erect new buildings along modern lines and several other rural schools will remodel their buildings to conform to the correct standards of heating, lighting and ventilating.

Compulsory attendance during Bible readings was recently sustained by a decision rendered by Judge James McNenny of South Dakota. In this case the Board of Education was the defendant in the proceedings brought to attack the constitutionality of a state law authorizing the reading of the Bible, without comment, in the public schools. Certain pupils had refused to be present during such readings and for this reason had been expelled from the school. The law as stated in the decision is permissive only and whether the Bible is read depends on the action of the local Board of Education. The decision holds that this discretion extends to the matter of compelling attendance on such reading. Any other view, according to this authority, would permit church partisans to make similar objections to any exercise or textbook, and by objecting to them all, the compulsory attendance law of the state could be rendered of no effect.

Canalou Dedicates New High School Building

Canalou, a consolidated district in New Madrid county, appropriately dedicated her new \$42,000 high school building on May 21, in connection with the commencement exercises. The new building is located on a five acre

tract, is thoroughly modern and contains the largest school auditorium in the county.

Herbert S. Lumden has been superintendent of the school for the past year.

Life saving provision in case of fire is the aim of the State Superintendent of Schools in asking the county superintendents, teachers and board members to co-operate in the removal of all obstacles from school buildings which would prevent a crowd's escaping from the building in case it should catch fire.

Fully 98 per cent of the rural schools in Missouri are not fireproof. In many cases the doors of these houses open to the inside only, thus making an effective trap for an excited crowd. Wire netting has been placed over the windows of many houses to protect the glass or to keep out marauders. This netting should be removed in order that all exits might be free.

The recent catastrophe near Hobart, Oklahoma, which resulted in the death and injury of more than thirty persons would not have occurred had the above cautions been observed.

TOBACCO BILL TWO BILLION

In the United States the consumption of tobacco has risen from 1.8 pounds per capita in the years immediately following the Civil War to 6.31 pounds in 1920, the production of cigarets has risen from three and a half billions in 1905 to seventy-five billions in 1924; excluding the expenditures for smoking accessories and the cost of incidental fire loss, our annual tobacco bill is now a little short of \$2,000,000,000.—Hygeia.

TWELVE RULES FOR HEALTH

1. Do some setting-up exercises daily.
 2. Play some adult athletic game three times each week.
 3. Spend one afternoon in the open each week.
 4. Walk a brisk mile or two daily.
 5. Breathe deeply several times daily.
 6. Sleep with windows open, eight hours daily.
 7. Eat some fruit and coarse vegetables daily.
 8. Chew all food well before swallowing.
 9. Drink two quarts of water daily.
 10. Have a bowel movement once or twice daily.
 11. Take a bath or a vigorous rub daily.
 12. Celebrate your birthday by having a health examination by a competent physician.
- Hygeia.

For when the Great Scorer comes

To write against your name,
He writes—not that you won or lost,
But how you played the game.

—Tom M. Karney

Lutheran parochial schools may be approved according to a plan that has been worked out in a series of conferences between representatives of the Lutheran Church and the State Department of Education. By this plan it will be possible to approve the Lutheran elementary parochial schools when they meet the requirements of other elementary schools in Missouri.

These schools will be inspected by a representative of the Lutheran Church, he using the same standards and blanks as used by the other inspectors from the State Department. These reports will be sent to the State Superintendent who will act upon them in the same manner as has been the custom in all public elementary schools. This move carries with it the idea that equal recognition should be given to the same quality of work and school equipment, whether it be under the auspices of public education or a private school system.

The trial of J. T. Scopes, teacher of biology in the High School of Dayton, Tenn., for discussing the theory of evolution in connection with a passage on the subject from an authorized state textbook promises competition in the field of news with prize fights, lynchings, and salacious divorce proceedings. As an advertising opportunity it has been recognized by three national figures in the realm of forensic oratory and an actress has offered to accept a place in the lime-light of the trial. Local fist-fights have already been staged as preliminary events to the big show. Looking dispassionately at the whole matter, legislature, Bryan, and all, it appears that there may be good grounds for the belief of both factions—those who hold to the "monkey theory" of man's origin and those who prefer to stake their claims on the premise of "mud and total depravity".

A Conference of County Superintendents will be held at Warrensburg July 20-25. In addition to specialists in the faculty of the summer term there will be representatives from the Federal Bureau of Education, the State Department of Education, the State Board of Health and some of the most prominent individuals in rural education of the United States present for lectures to and conferences with the county superintendents who are in attendance at the conference.

According to a bulletin of the Bureau of Education the teachers placed by the Northeast Missouri State Teachers College at Kirksville last year received average salaries of \$1205. Those holding 30 hour diplomas received the lowest salary averaging \$1020 while those with the bachelor's degree received the highest pay averaging \$1750. This difference of \$730 dollars a year in favor of the better trained teacher is prima facie evidence that the public appreciates materially the services of trained men and women in the public schools.

Leaves of absence were recently granted by the Board of Regents of the Central Missouri Teachers College to Mr. and Mrs. R. B. Court-right and to Mr. A. E. Collins for the academic year beginning in September.

Dr. George W. Howe formerly Professor of Mathematics, and from 1898 to 1901 president of the State Normal School at Warrensburg died recently at Batavia, N. Y. He had been in ill health for a number of years.

Lafayette County holds its county graduation exercises each year at Higginsville and the citizens of that city regard this "commencement day" as the red letter day of the year. On the 16th of May the exercises for 1925 were held. The class of 300 was the largest in the history of the county. The Higginsville grade schools furnished informal entertainment for the rural and village graduates and the parents in the forenoon. At noon a throng of over a thousand people were fed, cafeteria style on the campus of the high school and in the afternoon the certificates were presented with appropriate exercises.

While the Missouri Legislature was threatening to repeal the law which will require four years of high school work as the minimum academic preparation for teachers, the Washington Legislature was passing a bill advancing the minimum standard to two full years of college work. The immediate advance in that state is from twelve weeks of professional training to twenty-four weeks. The two years requirement will not be in full force until 1927.

The Premium List for the State Fair announces twenty-eight educational trips to be given as premiums in the Boys' and Girls' 4-H club department. These, according to T. T. Martin, State Club Agent, constitute the most attractive features of the club awards. The list of contests contains several new ones among which is a girls' club style show in which each contestant will wear a dress made by herself and the premium will be a \$50 trip for a week to the National Club Congress at Chicago. A trip to the American Royal Live Stock Show and another to the National Dairy Show at Indianapolis are among the others that the winners will be permitted to enjoy.

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If your address will be changed for next year please notify us as soon as you know your new address. The SCHOOL AND COMMUNITY will be sent to your old address unless we are notified of a change. Second class mail is not forwarded so in order that you may receive your magazine promptly and at a minimum expense to the Association we ask you to kindly comply with this request as soon as you know what your September address will be. THE SCHOOL AND COMMUNITY is not issued through the months of July and August.

NEW BOOKS

THE FUNDAMENTALS OF STATISTICS
by L. L. Thurstone, University of Chicago. Pages 237 plus XVI.—The Macmillan Co.

The author has succeeded in putting into a form comprehensible to the student of education who has not specialized in mathematics or educational statistics, explanations of the most important terms and methods used in modern educational discussions. The fact that the treatment of educational questions has shifted from the philosophical to the scientific point of view in recent years

makes this an invaluable handbook for every teacher and offers to the college teacher of education statistics an admirable text for grounding his students in the fundamentals of statistical methods.

THE LEARNER AND HIS ATTITUDE by Gary Cleveland Meyers. Pages 418 plus XIV. Published by Benj. H. Sanborn and Company.

This is a fresh and stimulating presentation of old problems but ever present ones to those engaged in teaching. The standpoint of the learner is kept constantly in the fore-



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front and the book thus emphasises what many teachers are prone to forget, namely, that they become successful teachers only in so far as they see plainly the mind and attitude of the pupil whom they are attempting to guide.

WHAT EVERY TEACHER SHOULD KNOW ABOUT THE PHYSICAL CONDITION OF HER PUPILS by James Frederick Rogers, Department of the Interior, Bureau of Education.

This is a 24 page pamphlet containing valuable information concerning the health of children and the simple methods of examination which every teacher can use. It may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at five cents per copy.

THE BOY AND HIS FUTURE by Nicolas Ricciardi, Commissioner of Industrial and Vocational Education for the State of California. Pages 117 plus XV. Published by D. Appleton and Company.

Every parent and teacher who is genuinely interested in the boy problem will read this book with delight and find in it a clear insight into the boy's nature and helpful suggestions for work in developing the best there is in the boy's life.

WE AND OUR HEALTH, Book III by E. George Payne. Pages 192. Published by The American Viewpoint Society.

The emphasis in this book is essentially different from that in books I and II previ-



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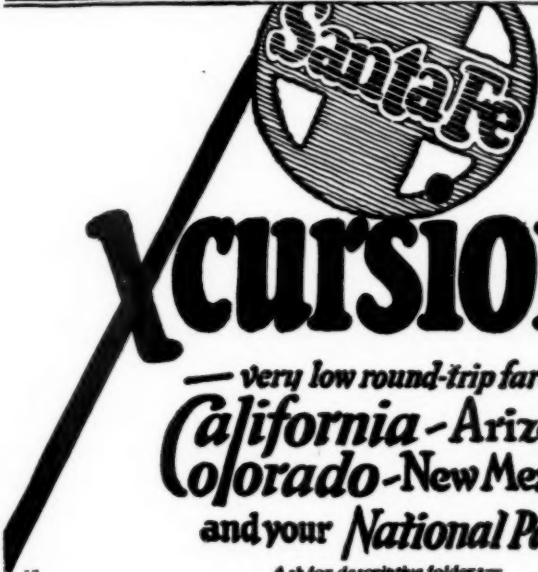
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ously mentioned in these columns, in that it stresses the psychological and social needs of boys and girls in this period of their development. The main stress is placed upon community health and safety with the aim of making boys and girls conscious of their social and civic relations and of leading them conscientiously to preform their social functions in so far as they relate to health. In keeping with the other educational publications of the American Viewpoint Society like "We and Our History", "We and Our Government", etc., a large amount of space is given to illustrations. These are all happily selected and briefly explained so that the pupil is not wholly dependent, in his efforts to comprehend the problem, upon the printed page. Fully half of the space of the volume is devoted to this kind of illustration.

Mr. Payne has written the context very clearly, with a thorough understanding of the problem and has organized his material exceedingly well. The book is suitable for a text in the upper grades of the elementary

school or the junior high school and should at least be used as a supplementary reader in every class of health and hygiene.

READINGS IN LITERATURE, Vol. I., by Ernest Hanes and Martha J. McCoy, instructors in English in the University High School, University of Chicago. Pages 585 plus IX. Published by the Macmillan Company.

This anthology of literature for the high school has its justification in the fact that it meets the following objectives of English in high schools: the development in the pupils of a desire to read; gives familiarity with literature of high quality; provides for the enrichment of living through reading and cultivates superior tastes of literary judgment.

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HOW WE ARE CLOTHED by James Franklin Chamberlain. Pages 189 plus X. Published by the Macmillan Company.

This is a supplementary geographical reader which deals with the peoples of the world from the point of view of their clothing. It is interestingly written and illustrated.

MOTIVATED PRIMARY ACTIVITIES FOR RURAL TEACHERS by Margaret F. Metcalf with an introduction by M. V. O'Shay. Pages 143. Published by Reckley-Cardy Company, Chicago, Illinois. Price \$1.50.

The author of this book has had successful experience in devising interesting and constructive activities for young children in rural schools. The material in this book will do much to help the teacher who is honestly endeavoring to vitalize her rural work and to get away from the formal and dead methods of instruction which are so frequently found in rural schools. Some of the phases of primary work which the books covers are reading, health activities, language, picture study, and home work. The rural teacher will find this book rich in suggestions for making her work interesting and profitable to the students and satisfactory to herself.

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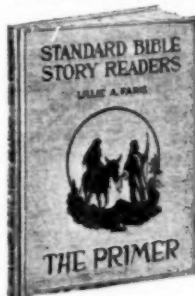
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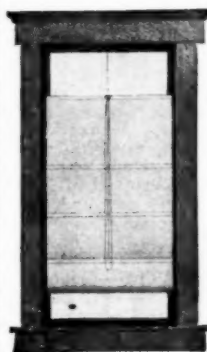
OUR PUBLIC SCHOOLS, Their Teachers, Pupils and Patrons by Oscar T. Corson, formerly State Commissioner of Common Schools for Ohio. Pages 286. Published by the American Book Company.

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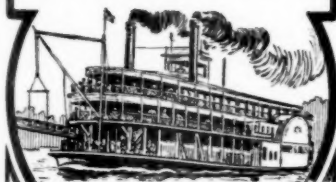
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